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ABSTRACT

The report examines progress made in implementing requirements mandated by the Education of the Handicapped Act (EHA) as amended by P.L. 98-199, and provides a detailed examination of the activities during school year 1983-84. The report notes the continuing shift in emphasis to quality programing, and includes additional information on discretionary programs authorized under EHA. Data are presented on the following four topics (sample subtopics in parentheses): (1) students receiving a free appropriate public education (numbers served, services to preschool, secondary, and postsecondary students); (2) implementation of provisions assuring the rights of handicapped children (least restrictive environment, related services, comprehensive system of personnel development); (3) assistance to states and localities in educating all handicapped children (technical assistance, expenditures for special education); and (4) efforts to assess and assure program effectiveness (federal, state, and local evaluation efforts). Extensive appendixes are also presented. (CL)

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"TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN"

Education of the Handicapped Act, Section 618,
as amended by Public Law 98-199

Seventh Annual Report to Congress on the Implementation of The Education of the Handicapped Act

Prepared by the
Division of Educational Services
Special Education Programs

1985

U.S. Department of Education
Gary L. Jones, Acting Secretary

U.S. Office of Special Education and Rehabilitative Services
Madeleine Will, Assistant Secretary

EC172052

Foreword

This *Seventh Annual Report to Congress on the Implementation of the Education for All Handicapped Children Act* examines the progress made in implementing the requirements mandated by the Education of the Handicapped Act (EHA), as amended by P.L. 98-199, since its enactment in 1975 and, more specifically, provides a detailed examination of the activities during school year 1983-84. This report continues to portray the shift in emphasis from procedures to quality, which was first evident in the *Sixth Annual Report to Congress*. The data presented in this report demonstrates that the States have successfully implemented the procedural features of the Act. However, those data also attest to the continuing need to strive for quality in all aspects of programming for handicapped children and their parents.

In addition to the continuing shift in emphasis to quality programming, this report includes more information on the discretionary programs authorized under EHA. This inclusion of additional information from some of the discretionary programs serves two basic purposes. First, it anticipates the inclusion of discretionary information that is required for the *Eighth Annual Report to Congress* under the Education of the Handicapped Act Amendments of 1983 by providing considerable background information about the purposes of some of the various discretionary programs as well as a brief description of the activities which are currently supported by these programs. Second, this report describes the relationship between the implementation activities and the projects supported under the discretionary programs through a narrative description and by a series of program examples.

This report further documents that the goals of the Act are being achieved. The data contained in this report show that more children are being served, that the procedural aspects of the Act are closer to full implementation, and that the quality of services provided to handicapped children continues to improve. However, problems still remain. There are continuing needs to stimulate preschool services, provide for more effective transition from school to meaningful work, more effectively serve deinstitutionalized children and youth, and develop effective models of interagency collaboration to make more efficient use of available resources. In particular, as better data on the costs of special education and related services is obtained, it becomes increasingly apparent that more effective interagency relationships have the potential to simultaneously increase services and decrease costs.

Without doubt, one of the most significant educational events to occur during this reporting period was the issuance of the report from the National Commission on Excellence in Education, A Nation at Risk. At the heart of the report is the concept of excellence, but the Commission report was clear in its intent that the pursuit of excellence should not be at the expense of equity--that, indeed, excellence and equity are inseparable.

In order to further the general concepts of excellence and equity, and to resolve some of the persistent educational problems confronting handicapped children, the Office of Special Education and Rehabilitative Services (OSERS) has developed three priorities of particular relevance to the concerns of this annual report.

- Early intervention is of great concern. OSERS is committed to designing a comprehensive early education effort in order to maximize our capability to further stimulate the provision of services to young handicapped children.

- Another critical undertaking is the extension of community living opportunities and the further expansion of educational services in the least restrictive environment. Both the discretionary programs and the monitoring activities under Part B of EHA are concentrating on supporting greater educational and social integration for handicapped students.

- OSERS has undertaken a major initiative to improve the services available to handicapped adolescents moving from education to the world of work. OSERS intends to improve the three principal structures involved in transition: the high school, the transition mechanisms, and the availability of meaningful employment opportunities.

As is evident from the progress depicted within the body of this report, the Federal government will continue to assist States in attaining full implementation of the provisions of EHA and in improving the quality of services available to handicapped children and their parents under the Act.

Madeleine Will
Assistant Secretary for Special
Education and Rehabilitative
Services

Preface

Section 618(f)(1) of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. §§1401, 1411 et seq.) requires the Secretary to transmit to Congress an annual report that describes the progress being made in implementing the Act. This is the seventh annual report that has been prepared to provide Congress with a continuing description of our Nation's progress in providing a free appropriate public education for all handicapped children.

Each chapter of the report describes one of the four purposes of the Act as established by Section 601(c) of the Education of the Handicapped Act (EHA). These four purposes are (1) to assure that all handicapped children receive a free appropriate public education, (2) to assure that the rights of handicapped children and their parents or guardians are protected, (3) to assist States and localities to provide for the education of all handicapped children, and (4) to assess and assure the effectiveness of efforts to educate handicapped children.

The information presented in this report was obtained from several sources. National statistics on numbers of children receiving special education and related services, numbers of handicapped children receiving special education in various settings, and numbers of school personnel available and needed to provide such services are reported annually to the Office of Special Education Programs (SEP) by the States. The EHA-B child count information is based on the number of handicapped children receiving special education and related services on December 1, 1983; the remainder of the information on settings and personnel was provided for school year 1982-83.

SEP's monitoring visits to the States during school year 1983-84 have provided additional National data on the progress of implementation. In addition, this report, in anticipation of the new reporting requirements established under the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, includes information obtained from the discretionary programs authorized under EHA. The report also contains findings from special studies designed to describe, analyze, and disseminate findings on the progress being made to implement EHA-B.

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Executive Summary

This is the Seventh Annual Report to Congress on the status of special education and related services for handicapped children in accordance with the requirements of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. 1401, 1411 et seq.), as amended by P.L. 98-199. In Section 601 (c), Congress stated the purposes of the Act: (1) to assure that all handicapped children have available to them a free appropriate public education, (2) to assure that the rights of handicapped children and their parents are protected, (3) to assist States and localities to provide for the education of all handicapped children, and (4) to assess and assure the effectiveness of efforts to educate handicapped children.

The report is submitted by the Secretary of Education in accordance with the requirements of Section 618, which are as follows:

(1) to assess progress in the implementation of this Act, the impact, and the effectiveness of State and local efforts to provide a free appropriate public education to all handicapped children and youth; and

(2) to provide Congress with information relevant to policymaking and provide Federal, State and local educational agencies with information relevant to program management, administration, and effectiveness with respect to such education.

In addition, the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, have modified the reporting requirements in a number of respects. These modifications are described in detail within this report. The report includes all of the data required for this 1985 reporting year, and the content reflects the additional 1986 reporting year requirements through the inclusion of substantial information on the discretionary programs authorized by EHA. The following sections are brief summaries of the information presented in the body of this report.

Students Receiving a Free Appropriate Public Education

Number of Students Served

A total of 4,341,399 handicapped children were served by the States under EHA-B and P.L. 89-313 during the 1983-84 school year. The slight increase over the previous year is reflected in the number of handicapped children served as a percentage of school enrollment. This relative stability in numbers of handicapped students served is not surprising, given the overall decline in the school aged population throughout the Nation.

There have been noticeable changes within these total figures which suggest significant shifts in the categories in which the Nation's handicapped are receiving services. The most dramatic example is the contrast between a continual decline in children counted as mentally retarded (from 969,547 for school year 1976-77 to 650,534 in school year 1983-84) and the substantial and continuing increase in the children counted as learning disabled (from 797,213 in school year 1976-77 to 1,811,489 in school year 1983-84). In addition, the increase in the learning disability category has accounted for the greatest proportion of the increase in the total National child count.

Services for Children from Birth through Age Five

Studies of the effectiveness of preschool education for the handicapped have demonstrated beyond doubt the economic and educational benefits of programs for young handicapped children. In addition, the studies have shown that the earlier intervention is started, the greater is the ultimate dollar savings and the higher is the rate of educational attainment by these handicapped children.

There has been a steady, small increase in the number of handicapped children aged three to five who are served under the EHA, although it is interesting to note that the number of children identified as speech impaired, learning disabled, and deaf-blind decreased in 1983-84, while the number identified as multiply handicapped increased. A more noticeable increase in numbers of young children served as handicapped occurred in the group from birth through two, as revealed by data obtained from those States in which provision of services to that age group is mandated or permitted.

At the present time, 42 States mandate services to some portion of the preschool handicapped population from birth through age five. Of these, 19 mandate services to all handicapped children three through five years old, and 23 mandate services to children of certain ages and handicapping conditions within this age range. The child count data for this Report to Congress show that States with mandates serve a higher percentage of three through five year old handicapped children than States without mandated services. Constraints on States to obtain mandates for early services appear to rest on limited fiscal resources, public attitudes about early education, and disagreement over the appropriate public agency to assume this responsibility.

The increasing use of Federal resources to expand services to preschool handicapped children is reported at both State and local levels. A review of State plans under EHA-B shows that at least 18 States are using a portion of their set aside funds to expand preschool services. In other States where preschool children are not covered by a special education mandate, P.L. 89-313 funds are being used to improve the quality of and to extend early intervention service delivery. The Incentive Grants Program of EHA authorized grants to State Educational Agencies (SEAs) to provide services to children aged three through five. The Handicapped Amendments of 1983 extended this age range to birth.

Services to Secondary and Postsecondary Students

Services to secondary and postsecondary handicapped students have increased at a rapid rate during the past several years. Addressing the goals of increased employment and improved quality of life for these students as adults, services to older handicapped students have received increasing attention at the Federal, State, and local levels.

Three States, Vermont, Washington, and Colorado, have recently collected data on what happens to former special education students in terms of employment, use of community-based services, and living and social conditions. These data indicate that there is a major need to develop systematic post-school services for graduates of special education to facilitate increased employment and quality of life.

Although National data on the number of handicapped secondary students served are not currently available, child counts from all 50 States show that the number of postsecondary aged handicapped students (18 to 21 years old) served by the public schools has increased by over two-thirds in the last five years, with 186,393 served under EHA in school year 1983-84.

State mandates. Twenty-eight States had mandates in 1984 to serve handicapped youth through age 21 if they had not graduated from high school. Generally, there has been an increased emphasis on transition programming between high school programs and postsecondary placements such as further academic education, vocational training, and employment. States are using a variety of strategies to create effective transition programming for their secondary and postsecondary handicapped students in their commitment to assist them in successfully entering employment and community life.

Federal efforts in the expansion of services at the secondary and postsecondary levels. Programs administered by the Office of Special Education and Rehabilitative Services provide supportive services, information centers, demonstration models, and applied research. The Handicapped Postsecondary Education Program, begun in 1975, provides funds for the continuation and expansion of supportive services needed by the deaf and other handicapped persons to benefit from technical-vocational, postsecondary, and adult education. The program has supported four regional centers for the deaf, demonstration projects, and, since 1980, an information center on postsecondary education for handicapped students and their families. The Handicapped Children's Model Demonstration Program supported 12 Youth Employment Projects and 15 Postsecondary Projects in 1983-84. The Education Amendments of 1983 authorized the Secondary Education and Transitional Services for Handicapped Youth Program. This program supports projects that strengthen and coordinate education, training, and related services to assist handicapped youth in the transition to competitive and supported employment, postsecondary education and training, and adult services; and projects that stimulate the development and improvement of secondary special education programs.

Implementation of Key Provisions of the Act that Assure the Rights of Handicapped Children

Least Restrictive Environment (LRE) Provisions

The least restrictive environment provisions of the Act appear to be met in approximately the same way as reported in the Sixth Annual Report to Congress, with relatively stable data on the numbers and percentages of children who are served in each type of setting: regular classes, 68 percent; separate classes in a regular education building, 25 percent; separate schools, hospitals, or homebound instruction, 7 percent. For the 18-21 year age group, 38 percent were served in regular classes and 38 percent were served in separate classes for 1981-82 school year. These proportions increased to 40 percent for those in regular classes and dropped correspondingly for those served in separate classes.

Despite the relative stability of this data, some changes are emerging within certain handicap categories; for example, the proportion of emotionally disturbed, other health impaired and orthopedically impaired served in regular classes continues to increase, and the proportion of those students in separate classes decreases.

The States have been actively engaged in the development of policies and procedures to ensure that handicapped children receive a free appropriate public education in the least restrictive environment (LRE), as required by the Act. Regulations implementing EHA-B require that public agencies ensure placement as close as possible to the child's home. A recent study was undertaken to review State policies for implementation of LRE and out-of-district placements. Summaries describing activities in selected States are provided in this Report to Congress.

Related Services

The related services component of EHA-B has proved one of the most troublesome to implement effectively in the provision of services to handicapped children and youth. A study of strategies effective in the provision of related services at both the State and local levels is summarized in this Report to Congress. Strategies include interagency cooperation within States, joint funding for services, development of new programs for special populations, pooling resources, and obtaining services without charge from other human service agencies.

Personnel

The number of special education teachers employed increased by over 6,000 from school year 1981-82 to 241,079 in school year 1982-83. The total has increased steadily from 1976-77 when 179,804 teachers were employed. This trend reflects both the success of States in serving increasing numbers of handicapped children and the effects of Federal efforts to support programs to prepare trained personnel. The changes in categories by which teachers are reported seems to reflect the changing nature of the categories by which handicapped children are served; for example, the trend toward noncategorical services is also reflected in the teacher count. Data available to the Department of Education also indicate that there have been significant increases in the number of school staff other than special education teachers (psychologists, social workers, etc.) who are employed. The number employed in 1976-77 was 151,649; by 1982-83, this number had risen to 224,684.

State educational agencies are required not only to conduct annual assessments of personnel needs, but also to initiate inservice personnel development programs based on these needs. Studies of a sample of States show that these inservice training programs are focusing on priorities recognized Nationally, such as transition services for older handicapped students, serving children in the regular education environment, and implementing qualitative improvements in instructional programming.

Assisting States and Localities in Educating All Handicapped Children

A major goal of the EHA-B State Grant Program is to assist States and localities in providing a free appropriate education for all handicapped children. Three primary systems work together to achieve this goal: (1) financial assistance to State and local educational agencies as authorized by the Act; (2) technical assistance to State educational agencies mandated by Section 617; and (3) the program review process, which consists of both the review of State Plans and compliance monitoring.

Funding under EHA-B has increased from $251,769,927 in FY 77 to $1,135,345,000 in FY 85. The average per-child amount of the distribution formula has risen from $72 to $274 in that same period.

Technical assistance to States is provided primarily through the Regional Resource Center Program, which supports six regional centers that each serve an average of nine States to assist them in defining their needs for technical assistance and in locating and providing the needed services.

The program review process is achieved through the review of plans submitted by the States. These plans explain States' proposed use of the funds to be made available to them under EHA-B. Off-site and on-site monitoring reviews are performed by the staff of the Division of Assistance to States of Special Education Programs to assure that funds are expended in accordance with the approved plans.

Evaluation Efforts

Since the inception of the program under EHA, evaluation of effectiveness has been recognized as critical to the continued improvement of programs and services to the handicapped. Evaluation studies were first supported in 1976, and since that time, 27 special studies have examined various aspects of the implementation of the EHA, specific issues, and case studies. The Education of the Handicapped Act Amendments of 1983 authorized three new evaluation activities to be carried out in conjunction with the Act: a cooperative program between the Federal special education agency and State educational agencies to assess the impact and effectiveness of programs for handicapped students; a survey of expenditures for special education and related services; and a longitudinal study of a sample of handicapped students.

Eleven studies have been supported in FY 84 cooperatively funded by Federal funds (60 percent) and by the State Educational Agency (40 percent). Studies in progress cover the following areas: services for the learning disabled; placement of emotionally maladjusted children in out-of-district private facilities and their return to local schools; related services; success factors in early education programs; aggregation of independent program evaluations by local educational agencies; secondary programming for mildly handicapped students; and cost-efficient approaches to service delivery in small, rural, and medium sized school districts.

The 3 year study is underway to survey and report on expenditures for special education and related services at the State and local levels. The detailed expenditure data from this study will be useful to SEAs and LEAs for planning and budgeting, and will produce a series of reports on various aspects of expenditures.

The mandated longitudinal study of a sample of handicapped students has entered a first year feasibility phase in which the conceptual framework, alternative study design, site selection plan, student sampling plan, data collection instrumentation, data analysis and reporting, field test design and methodology will be developed.

States are also engaged in a range of activities to evaluate the impact and effectivess of the special education and related services they provide to handicapped children. Such studies are characteristically directed by the SEA at the State level with program evaluations conducted at the local level by intermediate units and LEAs. Specialized studies of critical problems on a Statewide basis and studies which require specialized resources are often performed by SEA staff or contractors. Local agencies frequently design local studies for questions which have special meaning for that particular area. Both States and localities have been generous in their sharing of evaluation studies with Special Education Programs. A wide variety of these are summarized in this Report to Congress.

Students Receiving a Free Appropriate Public Education

The provision of a free appropriate public education for all handicapped children is required by the Act and the various provisions included in the Act are directed toward the goal of assisting the States in their efforts to provide an appropriate education to all handicapped children. This chapter describes the number of handicapped children currently receiving a free appropriate education under the provisions of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. §1401, 1411 et seq.). In addition, it reviews the changes in the numbers of handicapped children served from school year 1976-77, the first year these statistics were gathered, through school year 1983-84. Also, this chapter analyzes the services provided to two groups of handicapped children who have traditionally been considered underserved--preschool children and secondary/postsecondary aged children. In addition to a quantitative analysis of the number of children served, this chapter presents information on the range of program advances that have been implemented to improve services to these traditionally underserved groups of handicapped children.

Number of Students Served

The number of handicapped children reported by the States as receiving special education and related services increased slightly during school year 1983-84. A total of 4,341,399 handicapped children were served by the States under EHA-B and P.L. 89-313, an increase representing a 1.0 percent growth of 43,072 from the preceding year. As indicated in Table 1, the slight increase reported for school year 1983-84 continues the trend of a gradual increase in the child count since 1976-77. However, the increase during the past 2 years is the smallest year-to-year change.

As depicted in Figure 1, the small increments in the child count from year to year provide for a cumulative growth of 632,486 handicapped children in the 8 years since these data have been compiled.

Expressed as a percentage of school enrollment, the number of handicapped children served has also increased slightly. This percentage is affected by changes in both the number of children enrolled in school and the number of handicapped children. Over the

TABLE 1

Number of Children Aged 3-21 Years Served Under P.L. 94-142 and Aged 0-20 Years Served Under P.L. 89-313 from School Year 1976-77 to 1983-84

School Year	Total Served	P.L. 94-142	P.L. 89-313
1976-77	3,708,913	3,485,088	223,825
1977-78	3,777,286	3,554,554	222,732
1978-79	3,919,073	3,693,593	225,480
1979-80	4,036,219	3,802,475	233,744
1980-81	4,177,689	3,933,981	243,708
1981-82	4,233,282	3,990,346	242,936
1982-83	4,298,327	4,052,595	245,732
1983-84	4,341,399	4,094,225	247,168

TABLE 2

Percentage of School Enrollment Served as Handicapped, by Handicapping Condition, during 1976-77, 1982-83, and 1983-84 for the 50 States and the District of Columbia[a]

Handicapping Condition	1976-77	1982-83	1983-84
Learning disabled	1.79	4.40	4.57
Speech impaired	2.84	2.86	2.86
Mentally retarded	2.16	1.92	1.84
Emotionally disturbed	0.64	0.89	0.91
Other health impaired	0.32	0.13	0.13
Multihandicapped[b]	--	0.07	0.07
Hard of hearing/deaf	0.20	0.18	0.18
Orthopedically Impaired	0.20	0.14	0.14
Visually handicapped	0.09	0.07	0.07
Deaf-blind[b]	--	0.01	0.01
Total	8.33	10.76	10.89

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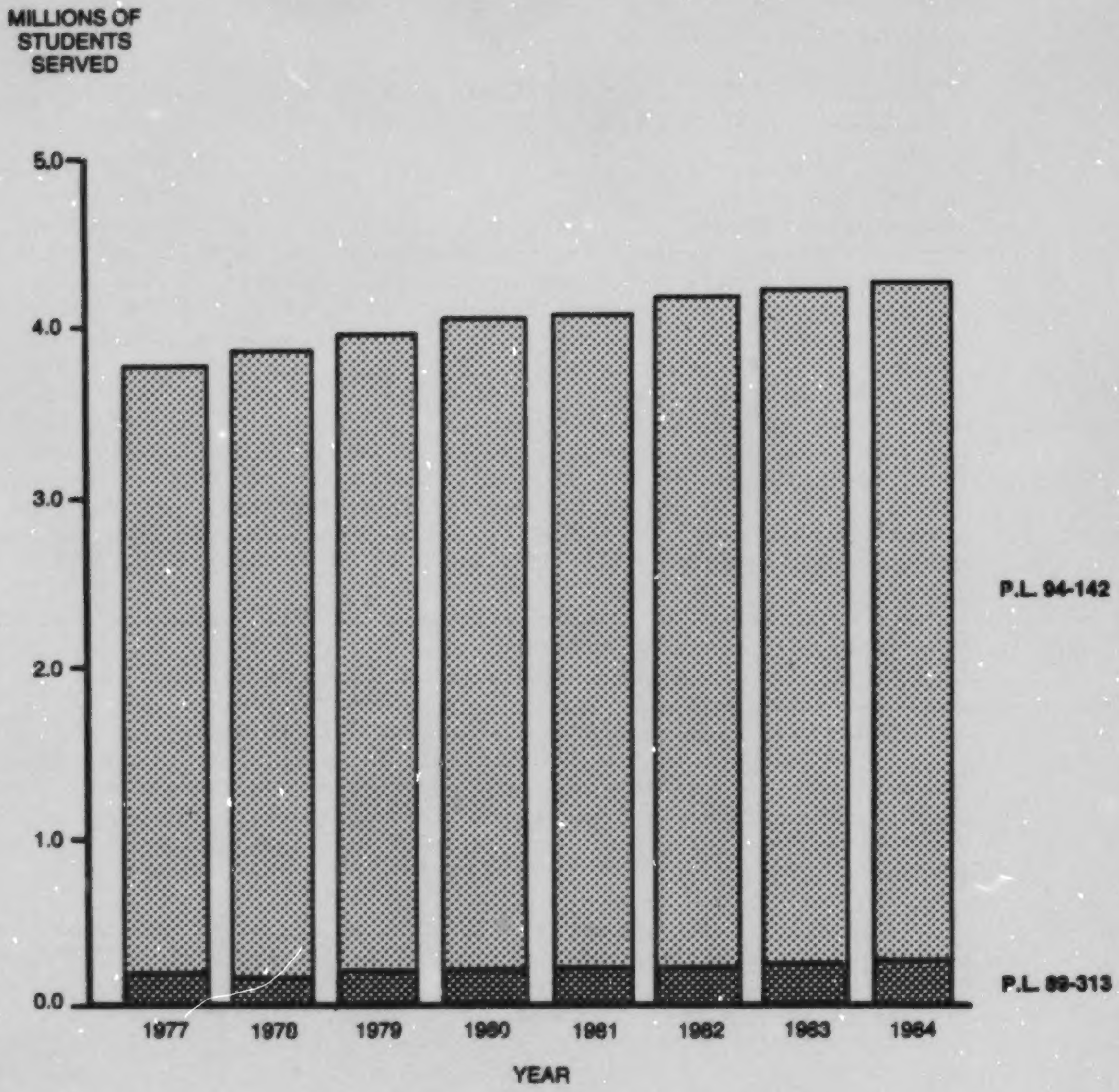
[a] The percentages are based on school enrollment for preschool through twelfth grade children and handicapped enrollment for children aged 3 through 21.

[b] Data for these categories were not collected for 1976-77.

Figure 1. Number of Children Served Under P.L. 89-313 and P.L. 94-142 From 1976-77 Through 1983-84 in the U.S. and Insular Areas [1]



NOTE:

1) The figure represents children 3-21 years old served under P.L. 94-142 and children 0-20 years old under P.L. 89-313.

years, the increase of handicapped children reported as receiving special education and related services as a percentage of school enrollment has been more pronounced because, while the number of handicapped children served has increased, the overall school enrollment has declined. As indicated in Table 2, there continues to be a slight overall increase in the percentage of school enrollment served as handicapped since school year 1981-82, and there are slight variations within the individual reporting categories.

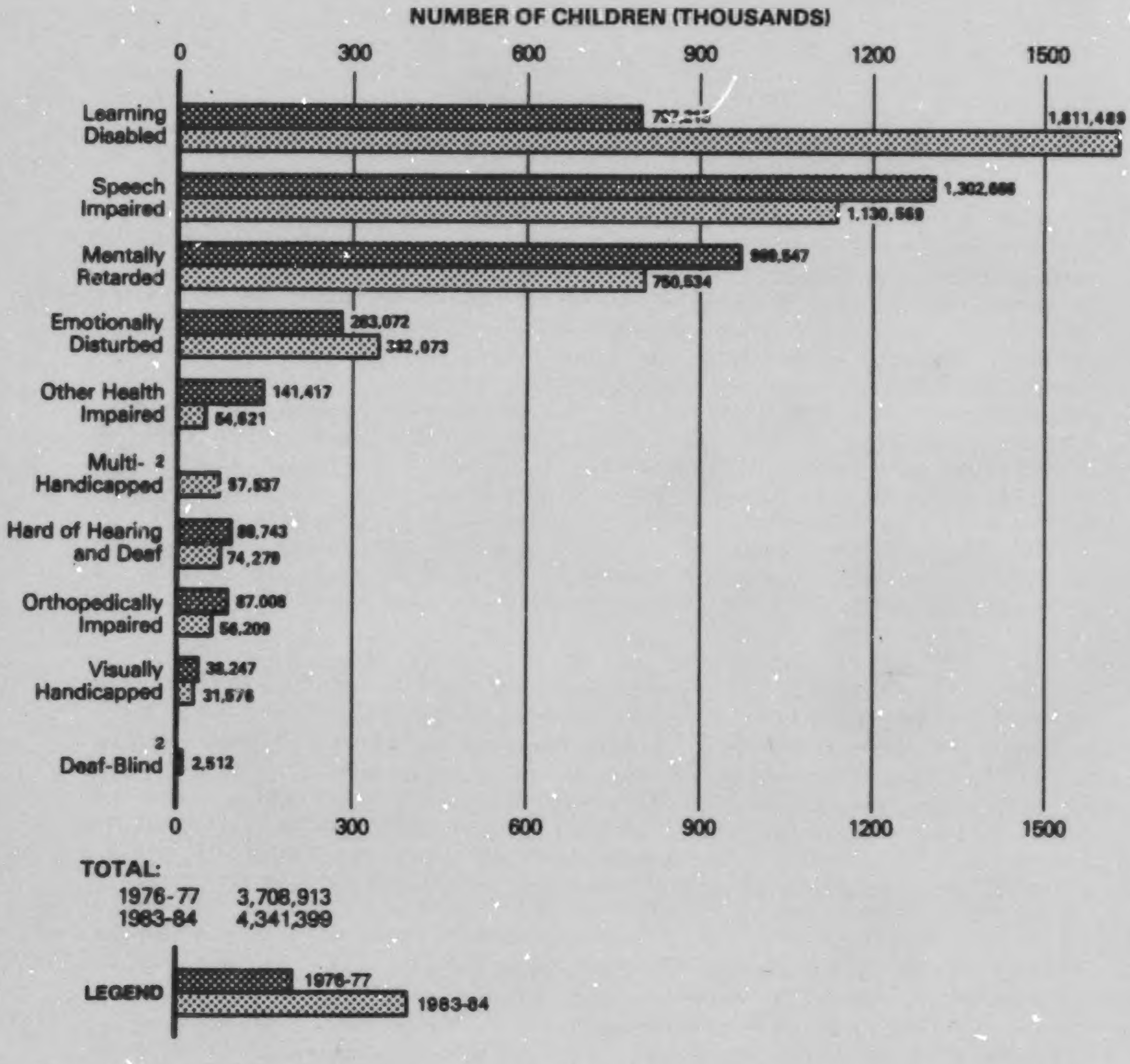
Number of Handicapped Children Being Served by Specific Category

The relatively stable total figures in the number of children served can mask changes which are occurring within specific handicapping conditions. Figure 2 compares the distribution of students served, by handicapping condition, in 1976-77 and 1983-84. The categorical data indicates substantial increases in the number of children reported as learning disabled and continuing decreases in the number of children reported as speech and language impaired, mentally retarded, and visually impaired. The number of children served has decreased for most categories. However, these decreases have been more than offset by the large increase in the number of learning disabled children. The total number of mentally retarded handicapped children reported by the States has gradually decreased from 969,547 for school year 1976-77 to 750,534 in the current reporting year. The decrease in numbers served has been moderate, but continuous, from year to year, and has occurred in both the EHA-B and P.L. 89-313 counts.

It is likely that these decreases in the number of children classified as mentally retarded are the result of an increasing sensitivity to the negative features of the label itself and to the reaction on the part of local school systems to allegations of racial and ethnic bias as a result of the use of discriminatory or culturally biased testing procedures. Studies have suggested that, rather than an absolute decrease in the number of cognitively impaired children, these numbers may represent a trend toward serving these children as learning disabled or assigning them to remedial programs designed for slow learners.

Nationally, 1.86 percent of the children enrolled in school were classified as mentally retarded for school year 1983-84. However, States exhibit marked differences in the percentage of children classified as mentally retarded. For example, California's count of mentally retarded children represents only 0.67 percent of its school enrollment while Alabama's represents 4.77 percent. It has been generally accepted that the prevalence of mental retardation is

Figure 2. Distribution of Children Served Under P.L. 89-313 and P.L. 94-142 by Handicapping Condition, School Years 1976-77 and 1983-84 [1]



TOTAL:

1976-77 3,708,913
1983-84 4,341,399

NOTES:

1) The figure represents children 3-21 years old served under P.L. 94-142 and children 0-20 years old under P.L. 89-313.

2) Data not available for 1976-77.

approximately 2.0 to 2.3 percent. Thirty-one States and territories reported numbers below 2 percent while 11 of these jurisdictions serve less than 1 percent of children as mentally retarded.

In contrast, the number of children counted as learning disabled has increased substantially since 1976-77, from 797,213 to 1,811,489 in 1983-84. Overall, the increase in the learning disability category has accounted for the greatest proportion of the increase in the total child count, although the rate of growth has declined in recent years. For example, from 1980-81 to 1981-82 the learning disabled count increased 159,330: from 1981-82 to 1982-83 it was 118,527, while from 1982-83 to 1983-84 the increase was 65,618.

Past reports have detailed several hypotheses regarding the overall increase of students served in this category. For example, the *Fifth Annual Report to Congress* (1983) indicated that, in part, the increases in the number of children reported as learning disabled could be attributed to such features as improved assessment procedures, liberal eligibility criteria, social acceptability for the learning disabled classification, and a lack of general education alternatives for children experiencing problems in regular classes. The *Sixth Annual Report to Congress* (1984) indicated that a significant proportion of the overall increase in the number of learning disabled children is accounted for by a few States such as New York, which increased 47,264 from 1981-82 to 1982-83 and increased an additional 16,783 from 1982 to 1983. New York has long had a relatively low percentage of children served as learning disabled compared to other States and appears to be experiencing the growth in this category that some other States had in previous years.

This relationship between handicapping conditions is complex, and changes in the number of children served by the States may vary as a result of several factors. The data describing changes in the learning disabled and mentally retarded child counts are quite possibly related. It is likely that the decreases in the mentally retarded count are, in part, related to increases in the learning disabilities category. For example, changes in the way various levels of mental retardation are classified (Grossman, 1977) are likely to have resulted in an undetermined number of children being redefined within the normal range of intelligence. As a result, these children are no longer classified as mentally retarded and are potentially eligible to be classified as learning disabled. In addition, court orders resulting from litigation relating to placement of minority children in classes for the mentally retarded on the basis of criteria which place primary emphasis on the results of I.Q. tests which have not been validated for placement purposes (*Larry P.* v. *Riles*, 1972) (343 F. Supp. 1306 (N.D. Cal. 1972), *aff'd*. 50 2 F. 2d 963 (9th Cir. 1974)) have placed States under increased pressure to re-evaluate students previously classified as mentally retarded. In many instances, it is likely that such a re-evaluation resulted in the assignment to a different handicapping condition. Also, there is increasing recognition that current diagnostic and assessment procedures may not clearly discriminate among certain handicapping conditions, resulting in the inability, in some instances, to accurately assign handicapped children to a particular category with a high degree of confidence. Finally, several States are electing to place increasing emphasis on noncategorical programming, in which handicapped children are placed in programs on the basis of the services needed rather than in reference to any categorical assumptions. As a result, these handicapped students are reported by the States on a proportional basis rather than on the number of individual children actually assigned to a particular category. It appears that, as noted above, the lack of precision in diagnosis and the tendency toward noncategorical programming has resulted in handicapped children being less rigidly assigned to a particular handicap category. There is no persuasive evidence available to indicate that large numbers of nonhandicapped children are being purposefully identified as handicapped in order to qualify for those services available to the handicapped. Indeed, the data more persuasively argue for a shifting of handicapped children among the various handicapping categories--which, in part, explains the resultant increase in the learning disabilities category--in order to find the most appropriate services for the children without sacrificing instructional benefits.

The number of seriously emotionally disturbed students counted by the States has steadily increased from 283,072 for 1976-77 to 362,073 for 1983-84. Overall, moderate year-to-year increases have resulted in an additional 79,001 handicapped children reported as seriously emotionally disturbed. This increase in numbers is evident under both EHA-B and P.L. 89-313, and represents a 28 percent growth in the number of seriously emotionally disturbed children receiving services over this period.

The number of speech or language impaired children counted by the States decreased slightly from 1,134,197 in 1982-83 to 1,130,569 in the current year. This decline is typical of the general trend in the count since 1976-77. However, as was shown in Table 2, the number of speech impaired children expressed as a percentage of school enrollment has increased slightly since 1976-77. The most plausible explanation for the decline in the number of speech impaired children is that it has occurred as a result of the decline in school enrollment. (The Education of the Handicapped Act Amendments of 1983 amended the previous terminology of "speech impaired" to the current term "speech or language impaired." The new terminology is used throughout this report for purposes of consistency.)

The visually handicapped population continues to demonstrate small changes in the year-to-year count, with an overall decrease from 38,247 in 1976-77 to 31,576 in 1983-84--a total decrease of 6,700 children. This decrease can be attributed almost entirely to the count under EHA-B, with no marked change in the number of children served under P.L. 89-313. However, the count has been fairly stable over the past several years. The initial drop in the number of visually handicapped youth occurred when the deaf-blind and multihandicapped categories were added and, therefore, probably occurred because of these reporting changes.

All of the other categories (other health impaired, orthopedically impaired, deaf and hard of hearing, multihandicapped, and deaf-blind) have been fairly stable over the past 2 or more years. Some declines in numbers have occurred, but these have often paralleled the decline in school enrollment. In addition, over the years States have occasionally reclassified certain groups of handicapped children in ways that affected the child count. For example, three years ago the category of other health impaired decreased substantially as a result of the reclassification of New York's neurologically impaired population.

Although there continue to be shifts among and within the various handicapping conditions, the number of school-aged handicapped children being reported is stabilizing. The number of handicapped children receiving a free appropriate public education increased by only 1 percent in 1983-84, and nearly one-third of this growth resulted from increases in the three to five year old or 18-21 year old populations. The following sections confirm the fact that States are increasingly focusing resources on older and younger children.

Services to Preschool Handicapped Children

Studies on the effectiveness of preschool programs have shown that handicapped infants and preschool aged children who receive early intervention show significant improvement in development and learning. Handicapped infants and preschool aged handicapped children receiving early interventions have been reported as having decreased need for costly special education programs, compared to peers who did not receive intervention (Lazar, 1979; Moore et al., 1979; Weikart, Bond, and McNeil, 1978). About one-third of the 688 children included in a study of Handicapped Children's Early Education Program (HCEEP) projects needed no special education classes upon entering first grade and were placed in regular classes; another third were placed in regular classes with some special education support, while the remaining children were placed in special education programs (Stock et al., 1976). One study projected a 248 percent return on the original investment in the preschool program by the end of high school (Schweinhart and Weikart, 1980). In a study conducted in four school districts, an average of $1,560 per child was saved over a 3 year period after the costs of the preschool program were subtracted (Weiss, 1981).

Further evidence of the benefits of early intervention is found in a longitudinal study which followed children until the age of 19. The study compared those who had had preschool experiences and those who had not. The preschool group required less special education and had higher rates of graduation from high school, postsecondary education, and employment than the non-preschool group. The preschool group also had fewer arrests and teenage pregnancies, and were less often dependent on welfare. A cost/benefit analysis concluded that the return on the initial investment was three and one-half times the cost if 2 years of preschool were provided (Berrueta-Clement et al., 1984). Additionally, research findings indicate that the earlier an infant and his or her family receive services to prevent or remediate a handicapping condition, the greater the long-term benefits. A study that extrapolated from three studies that included large numbers of children whose handicaps were apparent from the early years found that if intervention began at birth, education costs to age 18 were projected to be $37,272. If intervention was delayed until age six, the cost was projected to be $53,350 (Garland, Stone, Swanson, and Woodruff, 1981).

The findings cited above are illustrative of an increasing number of studies showing the effectiveness of preschool programs. States' progress in serving preschool children in such programs since the passage of EHA-B has been described in previous annual reports. The following sections describe recent increases in service to preschool children, and reveal variability in the availability and quality of services to this population across the Nation.

Increases in Services to Preschool Handicapped Children

Number of Preschool Children Served

Data reported by States indicate that the number of handicapped children aged three through five served under EHA continues to increase. In 1983-84, States reported that 243,087 children in this age group received special education and related services under P.L. 94-142, an increase of 974 children or .4 percent over the previous year. An analysis of child count data indicates that while the increase in the total number of preschool children served was small, there were significant changes in the number of children served within certain handicap categories. The number of children identified as speech impaired, learning disabled, and deaf-blind decreased in 1983-84, while the number identified as multihandicapped increased.

The number of infants from birth through age two receiving special education and related services also increased this year. In five States that mandate services from birth and have comparable data on the number of children served for both 1982-83 and 1983-84, the number of infants receiving services increased by 6.4 percent in 1983-84 over the previous year. For example, Maryland served 720 infants in 1982-83 and 855 in 1983-84, an increase of 135 children receiving early intervention services. Many States without mandates also report a slight increase in the number of infants they served this year. Table 3 provides data on changes in the number of preschool children served in each State.

State Mandates. Currently, 42 States mandate services to some portion of the preschool handicapped population from birth through age five. Nineteen States mandate services for all three- through five-year-old handicapped children, and another 23 mandate services for some portion of the three- through five-year-old population. State mandates range from requiring local educational agencies to provide services to all handicapped children from a specified age to mandates for only certain types of handicapping conditions. For example, Delaware mandates services for all handicapped four-year-olds, but mandates services beginning at age three for trainable mentally retarded, severely mentally retarded, and physically handicapped children, and from birth for those who are visually impaired, hearing impaired, deaf-blind, and autistic. Three States (Texas, Delaware, and Oklahoma) mandate services from birth for visually impaired and hearing impaired infants. In 1984, four States lowered their mandated ages. Alaska lowered its mandate from age three to birth. Alabama lowered its mandate from age six to age five; the District of Columbia, from age four to age three. The State of Washington passed legislation for a "phased-in" mandate. In Washington, in 1984-85, preschool services were mandated from age four, but in 1985-86, services will be mandated from age three. Table 4 presents the current mandated ages by State.

An examination of this year's child count data indicates that States with preschool mandates reported serving a larger percentage of three- through five-year-old handicapped children than States without mandated services.

TABLE 3

NUMBER AND CHANGE IN NUMBER OF CHILDREN 3-5 SERVED UNDER P.L. 94-142

ALL CONDITIONS

LISTED IN DESCENDING ORDER BY PERCENT CHANGE

			CHANGE 1982-83 TO 1983-84	
STATE	1982-83	1983-84	NUMBER	PERCENT
AMERICAN SAMOA	11	25	14	127.3
GUAM	31	55	24	77.4
NEVADA	610	786	176	28.9
NEW HAMPSHIRE	684	870	186	27.2
NEW JERSEY	6,779	8,280	1,501	22.1
NORTH DAKOTA	764	895	131	17.1
PENNSYLVANIA	7,054	8,164	1,110	15.7
HAWAII	436	494	58	13.3
MISSISSIPPI	1,323	1,461	138	10.4
RHODE ISLAND	1,039	1,136	97	9.3
WASHINGTON	4,463	4,864	401	9.0
KENTUCKY	3,583	3,837	254	7.1
VIRGINIA	8,726	9,265	539	6.2
CALIFORNIA	18,043	19,130	1,087	6.0
CONNECTICUT	3,375	3,566	191	5.7
MINNESOTA	7,460	7,868	408	5.5
WISCONSIN	7,432	7,823	391	5.3
MARYLAND	5,448	5,688	240	4.4
NEW MEXICO	1,094	1,139	45	4.1
MAINE	2,171	2,260	89	4.1
MASSACHUSETTS	6,038	6,276	238	3.9
OHIO	6,820	7,018	198	2.9
SOUTH DAKOTA	1,667	1,700	33	2.0
NEW YORK	7,444	7,565	121	1.6
WEST VIRGINIA	2,082	2,113	31	1.5
ARIZONA	1,651	1,667	16	1.0
NORTH CAROLINA	6,012	6,058	46	0.8
PUERTO RICO	1,671	1,681	10	0.6
U.S. AND TERRITORIES	242,113	243,087	974	0.4
ILLINOIS	20,404	20,434	30	0.1
ALABAMA	2,341	2,344	3	0.1
IOWA	5,047	5,027	-20	-0.4
NEBRASKA	2,605	2,589	-16	-0.6
MONTANA	1,501	1,490	-11	-0.7
INDIANA	4,728	4,693	-35	-0.7
MISSOURI	6,504	6,409	-95	-1.5
OKLAHOMA	5,505	5,351	-154	-2.8
IDAHO	600	582	-18	-3.0
BUR. OF INDIAN AFFAIRS	283	273	-10	-3.5
SOUTH CAROLINA	4,662	4,497	-165	-3.5
OREGON	1,325	1,277	-48	-3.6
WYOMING	467	449	-18	-3.9
DELAWARE	670	642	-28	-4.2
UTAH	2,231	2,129	-102	-4.6
FLORIDA	6,903	6,575	-328	-4.8
ARKANSAS	2,502	2,377	-125	-5.0
DISTRICT OF COLUMBIA	514	484	-30	-5.8
TENNESSEE	8,267	7,577	-690	-8.3
LOUISIANA	5,423	4,967	-456	-8.4
KANSAS	2,919	2,666	-253	-8.7
TEXAS	20,825	18,974	-1,851	-8.9
MICHIGAN	12,840	11,676	-1,164	-9.1
GEORGIA	5,970	5,264	-706	-11.8
COLORADO	1,783	1,563	-220	-12.3
VERMONT	644	533	-111	-17.2
ALASKA	739	561	-178	-24.1
NORTHERN MARIANAS	-	0	-	-
TRUST TERRITORIES	-	0	-	-
VIRGIN ISLANDS	0	0	0	-

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TABLE 4

Mandates for Serving Handicapped Children Aged Six and Under by State

Age Range					
0-5	2-5	3-5	4-5	5	6
Alaska	Virginia	Connecticut (1)	Minnesota	Alabama	Indiana
Iowa		District of Columbia	----------	Colorado	Montana
Maryland		Hawaii	Delaware (5)	Florida	Oregon
Michigan		Illinois	Oklahoma (6)	Georgia	Pennsylvania
Nebraska		Massachusetts	Tennessee (7)	Idaho	Vermont
New Jersey		New Hampshire	Washington (8)	Kansas	----------
South Dakota		Rhode Island		Kentucky	Arkansas (11)
		Wisconsin		Maine	Arizona (12)
		----------		Missouri	Mississippi (13)
		California (2)		New Mexico	North Dakota (14)
		Louisiana (3)		New York	
		Texas (4)		North Carolina	
				Ohio	
				Utah	
				West Virginia	
				Wyoming	

				Nevada (9)	
				South Carolina (10)	

Notes: States with different mandated ages for particular handicapping conditions and States with scheduled changes in mandated age are shown below the dashed line (------).

Numbered Notes: (1) Connecticut: 2.8-all handicapping conditions; (2) California: 3-all handicapping conditions, 0-LEAs that provided services to children from birth to 3 during the 1980-81 school year must continue to do so; (3) Louisiana: 3-all handicapping conditions, 0-children with serious handicapping conditions that, without intervention, will become progressively more difficult for successful intervention by school age; (4) Texas: 3-all handicapping conditions, 0-(VI, HI, DB); (5) Delaware: 4-all handicapping conditions, 3-(TMH, SMH PI), 0-(HI, VI, DB, A); (6) Oklahoma: 4-all handicapping conditions, 0-(VI, HI, SH); (7) Tennessee: 4-all handicapping conditions, 3-(D); (8) Washington: 4-all handicapping conditions, 3-all handicapping conditions as of 1985-86 school year; (9) Nevada: 5-all handicapping conditions, 3-(MH), 0-(AI, VI); (10) South Carolina: 5-all handicapping conditions, 4-(VI, HI, D); (11) Arkansas: 6-all handicapping conditions, 5-if LEA offers kindergarten; (12) Arizona: 6-all handicapping conditions, 5-if LEA offers kindergarten; (13) Mississippi: 6-all handicapping conditions, 5-all handicapping conditions as of 1985-86 school year; (14) North Dakota: 6-all handicapping conditions, 5-all handicapping conditions as of July, 1985.

Legend of State Terms

A - Autistic
AH - Aurally Handicapped
D - Deaf
DB - Deaf-Blind
HI - Hearing Impaired
MH - Mentally Handicapped
PI - Physically Impaired
SH - Severely Handicapped
SMH - Severely Mentally Handicapped
TMH - Trainable Mentally Handicapped
VI - Visually Impaired

Despite evidence of the benefits of early programming, LEAs and SEAs report three constraints on the ability of States to obtain mandates for early childhood educational services, especially for handicapped infants. These three constraints are limited fiscal resources at the local and State levels; attitudes among many that young children should not attend school; and disagreement concerning which agency should have the responsibility for serving preschool handicapped children. Continued progress in mandating childhood educational services for handicapped children will depend in part upon the successful resolution of these three issues.

Services to Preschool Handicapped Children

Early childhood education has been shown to be effective, and progress is being made in the provision of services to preschool handicapped children. Federal and State efforts have led to the development of a wide range of model programs, the collection and evaluation of outcome data, and the development of training programs. A discussion of State progress and remaining challenges in the implementation of these activities follows.

Progress at the State Level

The efforts of State educational agencies (SEAs) to provide leadership in the planning, development, and implementation of comprehensive services to preschool handicapped children continue. Areas of progress include legislation, State planning, development of program standards and guidelines, Statewide effectiveness studies, and interagency collaboration.

- In 1983, early education legislation was being developed in 19 States. Some States, such as North Carolina, are at the planning stage; others, such as Illinois, have legislation drafted and in committee; still others, such as Washington and the District of Columbia, have recently enacted legislation.

- In 1983, 17 States were developing program standards and guidelines for preschool teacher training and certification. These standards and guidelines will be used to assess the quality of current programs and to improve the quality of developing programs.

- In 1984, 6 States were actively involved in the development or revision of eligibility criteria. States that are anticipating new preschool legislation are in the process of developing definitions and criteria to be used in determining which children will be eligible to receive special education and related services. Other States are revising existing criteria.

- Since 1983, 12 States have been involved in collecting some type of preschool program effectiveness data, and two of them, Colorado (1983) and Washington (1984), have already issued reports of program effectiveness. The information from these studies is used to improve programs, justify funding for programs and services, and support the development of legislation.

- Improving service delivery by increasing cooperation and coordination among State agencies was a major focus of activity in several States last year. During the 1982-83 school year, 11 States established groups such as coordinating councils or governors' task forces to provide impetus for coordinated service delivery to preschool handicapped children. Most of these are interagency groups designed to address service delivery issues such as resource coordination and cooperation. In some instances these groups have been mandated by the governor (Kansas) or by the State legislature (Washington).

- Several States have made considerable progress over the years in their attempts to achieve interagency coordination, and other States report that they are developing a more cooperative, problem-solving approach among agencies. While some States continue efforts to establish formal, written interagency agreements, other States that have already done so are now successfully putting their agreements into operation (e.g., Connecticut, Iowa, Oregon, and Utah).

While several States are making considerable investment in the activities that lead to comprehensive early childhood education services for handicapped children, there are additional tasks to be undertaken if the availability of services is to improve. Technical assistance to be provided to States, authorized by P.L. 98-199, may assist all States to systematically establish and implement comprehensive preschool services.

Remaining Challenges

A 1984 National Association of State Directors of Special Education (NASDSE) survey of eight State Early Childhood Education Coordinators reported issues remaining in the establishment of high quality services for preschool handicapped children:

- There is still a shortage of personnel qualified to work with preschool children. The shortage of educational professionals is exacerbated by the fact that many related services personnel were not trained to work with preschool children.

- States need to develop comprehensive systems of personnel development for providing inservice training to staff already working with preschool handicapped children, to collaborate with universities to strengthen programs to prepare newly qualified professionals, and to establish certification requirements.

- More program effectiveness data are needed. Increased capability to evaluate program effectiveness and to collect longitudinal data is needed to support program initiation, expansion, and improvement.

- Although there has been an increase in interagency collaboration, there remains a strong need for State agencies to develop and implement strategies for assuring coordinated and comprehensive service delivery to preschool children.

- Greater parent involvement is required. The need to develop attitudes, climates, organizations, structures and options that support and encourage parent involvement is well documented.

Continued Federal effort will be directed to improving the overall quality and availability of services. These Federal efforts to provide early childhood education to all handicapped children are described in the following section.

Federal Efforts in the Expansion of Services

States report that several Federal initiatives have helped both State and local educational agencies improve and increase services to preschool handicapped children (NASDSE, 1983). These include the use of EHA-B State Grant Program funds, P.L. 89-313 funds, the Incentive Grant Program, the State Implementation Grant Program, and a variety of other programs under the Handicapped Children's Early Education Program.

EHA-B State Grant Program Set Aside Funds

A review of 1984-86 State Plans indicates that at least 18 States are using some portion of their set aside funds available under the EHA-B State Grant Program to expand preschool services. For example, EHA-B State Grant Program funds are being used to help finance the development of infant programs in Maryland, Florida, and California; the operation of child find activities in Montana, Nevada, Pennsylvania, North Dakota, South Dakota, and Tennessee; the support of interagency activities and development of guidelines and handbooks for preschool programs in South Dakota; and the dissemination of information on the importance of early identification and intervention in Arizona.

P.L. 89-313 Funds

In some States where preschool children are not covered by a special education mandate, the P.L. 89-313 Program is being used to improve the quality of early intervention services and to extend service delivery. According to representatives of these States, the P.L. 89-313 Program plays a key role in the delivery of comprehensive services to handicapped infants and young children. The following examples illustrate how some States are using P.L. 89-313 funds to meet the special needs of these children in early intervention programs and to improve the quality of services they receive.

Massachusetts. Approximately 3,000 children ranging from birth to three years of age receive early intervention services under Massachusetts' State-supported programs sponsored by the Department of Public Health (DPH) and Department of Mental Health (DMH). Many of the children have severe impairments, including medical problems. Under State law, they are eligible for services if they are environmentally at risk, biologically at risk, or have been determined to be handicapped. Services are provided primarily by private, non-profit agencies under contract to DPH and DMH at over 50 locations across the State. These agencies offer both home-based and center-based programs and their services include evaluation and diagnosis, medical treatment, family counseling, special education, and related services. State funding is the major source of support for this program, including the basic educational services provided to children. Other sources of funding, including Medicaid reimbursements and funds available through P.L. 89-313 for supplementary education and related services for children who are handicapped, are used as well. The P.L. 89-313 contribution to the program is used largely to pay for personnel who provide needed support services such as physical therapy and counseling.

New Jersey. Early intervention services have been provided for several years to severely impaired multihandicapped children from birth through age three under a program supported by the New Jersey Department of Human Services, the Department of Health, and the Department of Education. Funded projects, operated by private agencies and public special services school districts, provide basic education and related services such as diagnosis, medical treatment, and counseling. During the 1983-84 school year, this program served approximately 750 children. In 1984-85, funds available under P.L. 89-313 will be used to provide supplemental educational and support services, including the provision by some projects of evening and Saturday programs, and home visits by teachers and related services personnel to work with children and parents.

Pennsylvania. Two Pennsylvania State agencies have responsibility for providing early intervention services to specific groups of handicapped children. The Department of Public Welfare (DPW), through contracts with private non-profit agencies, provides community-based services to approximately 4,000 infants and young children who are mentally retarded or seriously emotionally disturbed. Programs operating under DPW direction provide a range of early intervention services including evaluation and diagnosis, medical treatment, and education and related services. All basic education costs are supported by funds appropriated to DPW by the State Legislature. Supplementary special education and related services such as speech, physical therapy, and instructional aides are supported through P.L. 89-313 funds. The SEA views the contribution of P.L. 89-313 funds to its overall programming effort as providing a qualitative difference in the early intervention services offered by the State.

Incentive Grants

The Incentive Grant Program, established by Congress in 1975 as part of EHA-B (20 U.S.C. 1419), authorized grants to SEAs to provide special education and related services to handicapped children aged three through five. The age range was extended to birth by the Education of the Handicapped Act Amendments of 1983.

In the first year of implementation of the program, fewer than half of the SEAs chose to participate. However, since FY 78, the number of SEAs applying for Incentive Grant funds has increased significantly. For FY 85, 55 of 57 eligible agencies have elected to participate in the program. The funds available have increased from $12,500,000 in FY 78 to $26,330,000 in FY 84.

States report that Incentive Grant funds have made an impact on the overall services to handicapped children in these ways:

- Identification and assessment procedures have been refined.
- More effective training has been available for personnel who provide services to handicapped children.
- The capability of local educational agencies (LEAs) to meet the individual needs of handicapped children of ages birth through five has increased.
- Rural service delivery programs have been expanded for handicapped children aged birth through five.
- Dissemination of information on available services for these children has increased.
- Services to the population from birth through two years old have been expanded.

Handicapped Children's Early Education Program

The Handicapped Children's Early Education Program (HCEEP) is authorized by Section 623 of EHA-C. It was established in 1968 to support experimental and demonstration activities to pioneer innovative and effective strategies for serving preschool handicapped children and their families. A recent analysis of the impact of the demonstration and outreach components of the program (Roy Littlejohn Associates, 1982) described the accomplishments of the HCEEP projects as "greater and more varied than for any other documented education program identified." When HCEEP began, implementation of early education programs was difficult because few models, assessment tools, or curriculum guides and materials existed for serving young handicapped children. HCEEP projects have developed more than 3,000 products to assist local agencies in implementing preschool programs.

The HCEEP Program has also directly supported the expansion of services to preschool handicapped children. For each child served directly in the Federally-funded demonstration projects, approximately 6.4 children were served through local continuation and replication projects. HCEEP programs tend to encourage the commitment of State and local resources. For every HCEEP dollar expended in programming, $18.37 in combined State and local funds have been generated to serve children and their families (Roy Littlejohn Associates, 1982).

State Implementation Grants and Early Childhood State Grants

From its inception in 1976, the State Implementation Grant (SIG) Program awarded grants to 43 States and territories to help the States plan and coordinate comprehensive preschool service delivery systems. A study by NASDSE (1983) and a 1981 Special Education Programs analysis of SIG grants revealed various outcomes of the program. One is the development of State capacity to initiate planning. A second is the creation of program development structures within States to help ensure the Statewide provision of services. These structures have facilitated systematic and coordinated planning, and reduced the likelihood of fragmented service delivery to children. They also have stimulated the development of standards for teacher certification, which influences the content of university training programs and standards for local programs. All States that were studied indicated that their accomplishments would not have been realized without SIG assistance (NASDSE, 1983).

The Education of the Handicapped Act Amendments of 1983, P.L. 98-199, replaced the SIG Program with the Early Childhood State Grant Program. The amendments authorized a grant to each State "through the State educational agency or other State agency to assist such State agency in planning, developing, and implementing a comprehensive delivery system for the provision of special education and related services to handicapped children from birth through five years of age."

These Early Childhood State Grants can be of three types:

- planning grants to fund needs assessments and designs for the development of State plans;
- development grants to fund development of comprehensive State plans with the intent of gaining the approval of the State Board of Education or other appropriate officials; and
- implementation grants to fund the implementation and evaluation of comprehensive early education State plans.

Each of the three types of grants has an established time limit, and States must submit applications that contain a variety of assurances, such as the coordination with other appropriate State agencies, child find activities, and the Incentive Grant activities under Section 619 of the Act.

In 1984, 23 planning grants were awarded. Two development grants were awarded (to Kansas and Oklahoma) and one implementation grant was awarded (to Nebraska). Project activities vary widely among States. These include interagency collaboration (e.g., Alaska, Kentucky); child identification (Alabama); training for families and professionals (Oklahoma, Kansas); and identification of administrative and program resources, structures, and strategies (Utah, Rhode Island). Some of the projects emphasize service to specific disability groups (developmental disabilities, Idaho; high-risk infants, Oklahoma); others, specific age ranges (birth through age five, Utah; birth through age three, District of Columbia). Nebraska will use its implementation grant to evaluate the Statewide impact of its 1979 legislation and the implementation of the State Plan for comprehensive services. A summary description of the activities of the Early Education State Grants is provided in Appendix 1.

Conclusion

Through the activities described in this section, Federal, State and local efforts have continued to identify our Nation's preschool handicapped children and have provided more comprehensive services to them. Furthermore, many of these children have been identified at an earlier age so that intervention could begin sooner. The benefits of early intervention accrue to the children--who show significant improvement in development and learning--and to the educational system, which bears less expense as a result of the need to provide fewer special services throughout many children's educational careers.

Improvement in preschool services for handicapped children is evidenced by the development of systematic procedures within State and local governments to produce effective programs to serve this population. However, a great deal of variability currently exists in the availability and quality of services. Most critical is the need to expand services for children from birth through age two. Federal efforts will continue to focus on (1) communication of the efficacy and importance of services for preschool children; and (2) the development of models for coordinated, quality assessment and services for preschool handicapped students.

Services to Secondary and Postsecondary Students

Services for secondary and postsecondary students have increased at a rapid rate during the past several years. More students are receiving services, and the types of programs available to these students are being expanded, as will be described in this section. These services are increasingly directed toward the goal of expanded employment and independent living opportunities for these students as they reach adulthood.

Recently, data have been collected in studies in three States on what happens to former special education students in terms of employment, use of community-based services, and living and social conditions. Increasingly, the Federal government and SEAs are initiating more systematic data acquisition activities to provide information for improving secondary and transitional services. The results of these studies are discussed in the following sections.

Employment. These studies indicated that somewhere between 50-60 percent of the former students were employed. In Vermont, of 290 former students with all types of handicapping conditions, 54 percent were employed (Hasazi, 1984); in Colorado, of 234 former students, 82 percent had held at least one job since graduation and 69 percent were working at the time of the survey (Horiuchi and Mithaug, 1983).

The employment experience of more severely impaired students is less positive than that of the general special education population. For example, in the State of Washington only 21 percent of 133 severely handicapped graduates were found to be currently employed at the time of the study (Maddox, Edgar, and Levine, 1984). Even for the mildly handicapped, almost all of the jobs were in entry level service positions (dishwasher, unloader, etc.) and many of these jobs were part-time. As a consequence, the earning power of these individuals tends to be very low. For example, the Colorado study found that the salaries of most graduates were at or below the minimum wage.

Post-public school education. Fifty percent of the Colorado graduates were found to have participated in some type of post-secondary education at some time in the 4 to 7 years since graduation. Although the information was obtained at a single point in time, the study in Washington reported that of 670 graduates in the State of Washington, 15 percent (101) were actively enrolled in a postsecondary education program at the time of the study. Further evidence of the increasing interest of handicapped youth in pursuing postsecondary opportunities is evidenced by the number of inquiries received by Project HEATH, a total of 7,000 over a 3 year period.

Living situations. Most special education graduates continue to live at home with their families after high school. The Vermont study found that 75 percent were living at home; in the Colorado study, 64 percent were living at home and in the Washington study, 65 percent were at home.

The findings from these studies indicate a need to develop systematic post-school services for graduates of special education to facilitate increased employment. Alternative paths describing the transition of handicapped youth as they exit school will be discussed in this section. These include 4-year colleges, community-based programs (e.g., community college programs that the general population uses), competitive employment, specially designed training programs such as those administered by Vocational Rehabilitiation, and long-term support programs such as those administered by Developmental Disabilities. In addition, an overview of the number of secondary and postsecondary aged handicapped students served, State mandates, descriptions of various exemplary programs, and the use of Federal funds in these programs are presented.

Number of Students Served

Child count data from all 50 States show that the number of postsecondary-age handicapped students (18-21) served by the public schools has increased by over two-thirds in the last five years. In the 1983-84 school year, 186,393 18-21 year olds were served under P.L. 94-142. Five years earlier, 102,173 students of that age were served under that law (see Table 5). Between school years 1982-83 and 1983-84, 37 States increased the number of students served in this age group.

TABLE 5

Number and Percentage of Handicapped Students Aged 18-21
Served Under P.L. 94-142 from 1978-79 to 1983-84

Year	Number of Students Served	Percent
1978-79	102,173	0.60
1979-80	124,528	0.74
1980-81	139,565	0.82
1981-82	159,399	0.92
1982-83	173,642	1.02
1983-84	186,393	1.12

Note: Percentages are based on the resident population of this age group for each year.

Although National data on the number of handicapped secondary students served are not currently available, information from a survey of eight States conducted by NASDSE in 1983 and 1984 shows that the number of students served in this age group has increased over the past 2 years at a more rapid rate than the number of students served in younger age groups. Table 6 illustrates this trend, showing that all eight States increased the number of students served for ages 12 through 17 as measured between 1979-80 and 1982-83. That trend has continued as can be seen by the increase in all eight States for the 1983-84 school year shown in Table 7.

State Mandates

In 1984, 28 States had mandates to serve handicapped youth through the age of 21 if they had not graduated from high school. Table 8 presents the current mandated ages by State.

Services to Secondary and Postsecondary Students

There has been an increased emphasis on transition programming between high school programs and postsecondary placements such as further academic education, vocational training, and employment. This section presents examples of some of the strategies States are using to aid transitional planning and some of the programs that support each of the paths to employment.

Transitional Planning

Transitional planning involves representatives from the schools, postsecondary educational institutions and community-based programs and employers, parents, and students who work together to plan, develop, and provide a full range of postsecondary and transition service options to meet the needs and choices of handicapped youth. The cooperative planning required usually includes five components: (1) awareness among secondary and postsecondary educational institutions, and service providers of each other's programs; (2) specification of characteristics of the postsecondary service providers or employers necessary for an appropriate employer/student match; (3) the exchange of names of potential clients between the schools and post-school agencies; (4) joint planning by school staff, parents, students, post-school agency staff and prospective employers

TABLE 6

Number and Percentage of Change of Secondary and Postsecondary Students, 1982-83 to 1983-84, in Eight States

	Secondary Handicapped Children 12 through 17		Postsecondary Handicapped Children 18 through 21		Total Handicapped Children 3 through 21	
	Number Change	Percentage of Change	Number Change	Percentage of Change	Number Change	Percentage of Change
Illinois	+ 1,543	+ 2.0	+ 336	+ 4.9	+2,272	- 1.3
Iowa[a]	+ 36	+ .2	- 81	- 2.9	+ 629	- 1.5
Maryland	- 1,510	- 4.0	+ 305	+ 6.6	+ 88	+ .1
Massachusetts	+ 969	+ 1.6	+ 176	- 3.3	+ 623	+ .5
Minnesota	+ 416	+ 1.3	+ 159	+ 5.2	+1,384	+ 1.8
Missouri[b]	+ 89	+ .2	+ 212	+ 7.0	- 740	- .8
Montana	+ 231	+ 4.5	+ 48	+ 9.1	+ 277	+ 1.9
Nebraska	+ 177	+ 1.5	- 18	- 1.3	+ 30	+ .1

Source: Data for 12 through 17 year olds from NASDSE survey conducted July 1984; all other data extracted from State reported data, 1983-84.

[a] Iowa data do not include speech impaired in any age group.

[b] Missouri data reflect the change in number of students in grades 7 through 12, roughly equivalent to the 12 through 17 year-old age group.

TABLE 7

Number and Percentage of Change of Secondary and Postsecondary Students, 1979-80 to 1983-84, in Eight States

	Secondary Handicapped Children 12 through 17		Postsecondary Handicapped Children 18 through 21		Total Handicapped Children 3 through 21	
	Number Change	Percentage of Change	Number Change	Percentage of Change	Number Change	Percentage of Change
Illinois	+ 8,525	+11.9	+1,889	+35.7	+2,158	+ 1.0
Iowa[a/]	+ 697	+ 3.3	361	+15.3	− 664	− 1.6
Maryland	+10,220	+39.3	+1,035	+26.8	−1,875	− 2.1
Massachusetts	+ 3,732	+ 6.7	+1,029	+24.9	−3,223	− 2.5
Minnesota	+ 478	+ 1.5	+ 551	+20.7	−3,104	− 3.8
Missouri[b/]	+ 199	+ .5	+1,150	+55.3	+1,432	+ 1.5
Montana	+ 1,116	+26.4	+ 160	+38.3	+2,775	+22.6
Nebraska	+ 976	+ 9.1	+ 385	+38.4	+ 217	+ .7

Source: Data for 12 through 17 year olds from NASDSE survey conducted July 1984; all other data extracted from State reported data, 1983-84.

a/ Iowa data do not include speech impaired in any age group.

b/ Missouri data reflect the change in number of students in grades 7 through 12, roughly equivalent to the 12 through 17 year-old age group.

TABLE 8

State Mandates for Upper Age Limit for Service Eligibility*

18	19	20	21	23	25	Other
Georgia (a)	Hawaii	Alabama	Alaska	West Virginia	Michigan	Florida
Indiana		Arkansas	Arizona			
Montana		Colorado	California			
North Carolina		Delaware	Connecticut			
Oklahoma (b)		Idaho	District of Columbia			
Nevada (c)		Iowa (d)	Illinois			
		Maine	Kansas			
		Maryland	Kentucky			
		Minnesota	Louisiana (e)			
		Mississippi	Massachusetts			
		Missouri	New Jersey			
		Nebraska	New Mexico			
		New Hampshire	North Dakota			
		New York	Ohio			
		Oregon	Pennsylvania			
		Wyoming	Rhode Island			
			South Carolina			
			South Dakota			
			Tennessee			
			Texas			
			Utah			
			Vermont (f)			
			Virginia			
			Washington			
			Wisconsin			

Notes:

*In most States, eligibility for services terminates upon graduation. If student does not graduate, eligibility continues through the age indicated.

(a) Georgia	Students are eligible through age 21 if they have been in a continuous program.
(b) Oklahoma	Twelve years of schooling is mandated.
(c) Nevada	Services may be provided through age 21 if IEP specifically requires service.
(d) Iowa	If accident or prolonged illness delayed the start of or interrupted progress student's special education program, student may be served until age 24 with approval.
(e) Louisiana	Students may be served beyond age 21 by actions of legislature or State Board Elementary and Secondary Education.
(f) Vermont	Students are eligible beyond age 21 if they were denied FAPE.
(g) Florida	Children eligible for 13 years of schooling beginning in kindergarten.

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prior to the actual transition; and (5) feedback from the post-school settings to the schools after placement, which allows schools to make needed alterations in their programs. Two examples of State efforts to provide for transitional planning are described below:

- Massachusetts has recently enacted a statute (Chapter 71B, Sections 12A, 12B, 12C) which mandates the formation of a Bureau of Transitional Planning within the Office of Human Services. This transitional bureau will be responsible for insuring that all handicapped students who exit the public schools and still require support services will receive services from the appropriate State agency. The local school districts will notify the Bureau of students who will need additional services and a formal transition plan will be developed by Bureau staff. Specific procedures are currently being developed to implement this statute.

- During the 1983-84 school year, the Delaware Department of Education initiated a project to develop a model for coordinated transition from secondary schools to the work world for students with handicapping conditions. Designed to coordinate planning and service delivery among the special education, vocational education and vocational rehabilitation service systems, this project will focus on the needs of students when they enter secondary school, at about the age of 15. The project is jointly funded by the SEA, with funds available under the P.L. 89-313 Program, and the Division of Vocational Rehabilitation of the Department of Labor. Vocational rehabilitation services personnel will work with special educators early in the students' secondary school career to identify needs and plan prevocational and vocational training services consistent with those needs. In addition to providing more effective vocational preparation to individual students, this project will serve as a mechanism to identify overlaps and gaps in available services among the agencies in order to determine how their programs can be coordinated and integrated to best meet the needs of handicapped students. During the 1984-85 school year, the project will operate in five sites, including special schools for the handicapped and regular high schools.

Transition to Postsecondary Education Programs

For mildly handicapped students, transition to a community college or 4-year college program is potentially a realistic choice. For instance, Westport, Connecticut, public schools found that of 24 graduates in 1980 of the program for emotionally disturbed students, 19 had some type of college or formal school experience after high school and 11 of these graduates were enrolled full time or part time in college in 1983. Secondary schools and colleges are developing programs to support handicapped students in regular academic classes. Some examples of these programs follow:

- St. Thomas Aquinas College in Sparkill, New York, in collaboration with the New York State Office of Vocational Rehabilitation, has developed a special program for high school special education graduates who have the potential to earn a college degree but who need support due to their learning disabilities. This program includes a specially designed orientation summer program before the freshman year. The students are then mainstreamed in regular college courses but receive additional counseling and guidance throughout their enrollment at St. Thomas Aquinas. In their junior and senior years, students have internships which combine academic studies with work in the community. This program enables learning disabled students to use their strengths while receiving assistance to compensate for their learning problems.
- In Winchester, Massachusetts, a new program has been developed which will provide an extra year of high school for students who plan to go on to college. The program will be based on individualized education programs (IEPs) for each student but will focus on developing the study skills needed for college as well as social skills. Counseling and guidance concerning the entrance requirements of specific colleges will be provided. Follow-along services will also be provided to insure that the transition to college is successful.

Transition to Employment

A wide range of programs are being developed to prepare handicapped students of all severity levels for employment upon completion of high school. The extent, duration, and type of supportive services required vary, as do the agencies providing such services. Programs and interagency agreements to provide support services and vocational training are being developed. While some programs lead directly to employment upon graduation, others provide time-limited or long-term support to prepare for or support competitive employment. Some of these programs are described below:

- In Great Falls, Montana, a community-oriented work/study program has been designed to provide services to mildly handicapped high school special education students whose academic performance is such that they will probably not obtain further formal education. This intensive vocational training program incorporates functional academic training. Vocational skill training is focused on jobs that are currently available in the local community. Training is provided in classrooms and at job sites in the community. Ongoing counseling and retraining are provided, as needed, after graduation from the program.

- The Oregon High School project developed a set of procedures which have been replicated in a number of communities for creating a work-related curriculum for severely handicapped students. The curriculum includes work skills, self-management techniques, and leisure activities. Using the natural routines of working and living as the mode of instruction, teaching takes place within the community setting. Both school staff and parents are directly involved in planning for the post-school placement of the student based on the student's skills and available opportunities in the community.

Transition to Supported Employment

Supported employment is paid work in a variety of settings, particularly regular work sites, especially designed for handicapped individuals for whom competitive employment at or above the minimum wage is unlikely or not immediately obtainable and who, because of their disabilities, need intensive ongoing support to perform in a work setting. A program leading to supported employment for severely handicapped students is described below:

- Virginia Commonwealth University is developing a program which targets severely handicapped youth for supported competitive employment. The goal is to obtain competitive employment for students before they graduate from public school. This project is using a supported work approach which consists of four major components. Job placement requires the careful match of a real job to a specific student's skill level, employer capabilities, and parental concerns. On-site job training and advocacy entails a trainer working on-site with the student, employer, and other employees until the student is competent in both the job and the social skills it demands. Ongoing assessment of student skills (performance) and adequacy of the job/student match occurs concurrently with the on-site training. Job retention is maintained by systematic follow-up and transition of follow-up responsibilities to post-school human service agencies.

Interagency Transition Activities

For mildly and moderately handicapped students, transition often requires some type of time limited post-school services which will enable students to move on to employment. Interagency agreements between special education, vocational education, vocational rehabilitation, and developmental disability agencies have been a recent trend. Often State agencies take the lead in developing these agreements while procedures are developed at the local level to operationalize the agreement. The following three examples represent activities that are common in many States across the country.

- In the State of Oklahoma there is a major cooperative effort between Special Education and Vocational Rehabilitation called the Cooperative School/Rehabilitation Work Study Program. The State level interagency agreement specifies that special education will provide career awareness, job skill training and work-study activities. Vocational education counselors are part of the IEP team if vocational education goals are involved; vocational rehabilitation counselors serve on the IEP team if rehabilitation services are recommended; and collaborative IEP/IWRPs (Individual Written Rehabilitation Plans) are often developed. Students eligible for both special education and vocational rehabilitation attend special education classes for part of the day and vocational training, on the job training, or paid community work experience for the remainder of the day. Special education teachers and vocational rehabilitation counselors work as a team in providing these services. In school year 1983-84, approximately 2,000 students were served in this manner throughout the State of Oklahoma.

- In North Dakota, there are formal agreements between special education, vocational education, and vocational rehabilitation to provide comprehensive services to handicapped youth. The schools are responsible for providing systematic vocational training. Vocational rehabilitation counselors are assigned school caseloads and become actively involved in the student's IEP during the last year of school. The vocational rehabilitation counselor assumes the role of case manager to ensure appropriate services after graduation from school. Under a new planning grant from the Office of Special Education Programs, North Dakota proposes to add Developmental Disabilities Services to this interagency agreement. The State agencies will define the various eligibility and concurrent responsibilities of each agency in providing transition from school to post-school services to disabled persons. A survey will be conducted to describe "best practices" in transition within North Dakota as well as in other States. From this data, a series of cooperative models will be developed and field tested. This will be followed by formal inservice training sessions across the State for special education, vocational education, vocational rehabilitation, and developmental disabilities personnel.

- In the State of Washington, an agreement between the Division of Vocational Rehabilitation, the Division of Developmental Disabilities and the Office of the Superintendent of Public Instruction describes the preplanning activities that must occur between the three agencies prior to the graduation of handicapped students. This agreement specifies the systematic exchange of program information between special education, vocational rehabilitation, and developmental disabilities at the local level. Additionally, procedures have been developed to exchange names of potential clients between the schools and the other two agencies. Developmental

Disabilities case managers and Vocational Rehabilitation counselors are expected to be part of the IEP teams during the last two years of students' public school enrollment.

These examples show the trend toward systematic planning at the State level with corresponding activities at the local level. As State and local personnel gain more experience in these transitional activities, a corresponding increase in the number of successful post-school placements can be expected. Federal activities that support and encourage such efforts are described below.

Federal Efforts in the Expansion of Services

A number of Federal programs assist State and local agency efforts to provide secondary and postsecondary students with programs and coordinated services that will result in the successful post-school transition to employment and independent living in the community. Through these programs, supportive services have been provided to students, information centers have been funded, demonstration models have been developed, and research on the needs of these students and effective strategies to meet their needs have been performed. Programs that benefit secondary and postsecondary students include the Handicapped Postsecondary Education Programs, the Handicapped Children's Model Program, and the Secondary Education and Transitional Services for Handicapped Youth Program. A discussion of programs funded under the Vocational Education Act for handicapped students is provided in Appendix 2.

Handicapped Postsecondary Education Program

This program, which began in 1975, was authorized by Section 625 of Part C of the EHA. It provides funds for the continuation and expansion of support services needed by deaf and other handicapped persons so that they may benefit from postsecondary, vocational, technical, continuing, or adult education (20 U.S.C. 1424a).

Since its inception, the program has supported four regional centers for the deaf. These centers are currently located at the University of Tennessee, which is the headquarters for a consortium of southeastern community colleges; California State University at Northridge; Seattle Central Community College; and St. Paul Technical-Vocational Institute. They have served as models for and provided information to many other postsecondary programs. In addition, the Handicapped Postsecondary Education Program has sponsored information centers. Since 1980, program funds have supported an information center on postsecondary education for handicapped students and their families. Between 1980 and 1983, information was provided to 7,000 handicapped persons, their families, college and high school teachers, and counselors.

Grants for demonstration projects on aspects of service provision to disabled students in postsecondary settings have also been awarded to institutions of higher education under this program. Examples of the activities of these projects include the development of a pre-college assessment battery for severely and multiply impaired (primarily orthopedically impaired) students; instituting special counselling services for learning disabled students; and establishing consortia of neighboring community colleges to share interpreting services and broaden the choice of majors for hearing-impaired students.

The U.S. Department of Education awarded grants in 1984 for demonstration projects that will enhance postsecondary educational opportunities for deaf and other handicapped students, assure that demonstrated models will be available, and increase the quality and scope of support services. Approximately $2,250,000 was awarded for 17 projects targeted for the mildly mentally retarded and learning disabled populations. Examples of the projects include an analysis of the tasks required for success at community colleges and the capabilities of learning disabled postsecondary students to determine intervention strategies and counselling needs; a system for generating faculty referrals for adaptive education for language learning disabled students; and model implementation teams at local sites for longitudinal career and vocational planning for learning disabled and mentally retarded students.

Handicapped Children's Model Program

This program is authorized by Part E of the EHA. Programs of model demonstration projects have been part of the Office of Special Education Programs since 1978. Their goal is to use direct service to demonstrate the effectiveness of an innovative service model in an ongoing educational setting. Under this program in 1984, two competitions for 3-year awards that benefit secondary and postsecondary students were held. Twelve Youth Employment projects and fifteen Postsecondary projects were funded.

Youth Employment projects address such topics as the school to work transition in a range of school-community settings; and components of the transition such as interpersonal skills and attitudes, job placement, counselling, on-the-job training, and independent living. The Postsecondary projects are designed to benefit handicapped individuals who exit secondary schools but are not yet ready for competitive employment and who will require additional community-based training programs and services.

The Secondary Education and Transitional Services for Handicapped Youth Program

This program is authorized by Section 626 of Part C of EHA, as amended by P.L. 98-199. The program supports projects to strengthen and coordinate education, training, and related services that assist handicapped youth in the transition to competitive and supported employment, postsecondary education and training, and adult services; and projects that stimulate the development and improvement of secondary special education programs. Three competitions, for service demonstration models, cooperative models for planning and developing transitional services, and research in transition strategies and techniques, were held in 1984.

Sixteen service demonstration models were funded in 1984. These service demonstration models are designed to develop and implement innovative, replicable services and programs that include specific vocational training and job placement. These projects will result in improved curriculum development to prepare high school students for entry level jobs that are available in the local community; time-limited transitional services such as vocational rehabilitation, postsecondary vocational education, and other job training programs to gain entry into the labor market; development of ongoing community-based services that allow handicapped individuals to receive whatever support is necessary to maintain their employment; and development of school/employer linkages.

The second competition, cooperative models for planning and developing transitional services, will provide replicable models for enhancing collaborative efforts among various agencies to assure the successful transition of handicapped individuals to community-based training programs or services. Eleven projects were funded this year to develop formal working agreements between State and local educational agencies and adult service agencies.

The research in transition strategies and techniques competition resulted in seven awards for projects to develop knowledge of the needs of handicapped secondary students with relation to continuing education and occupations, and to develop techniques that can aid their transition to postsecondary education, employment, and an effective adult life in the community.

Conclusion

Although recent progress has been made in assisting secondary and postsecondary handicapped students in their transition from school to employment and adult roles, many challenges remain. As described in this section, a number of new initiatives have been undertaken and model programs have been developed by universities, States, and localities. Federal programs have encouraged and supported these efforts. Remaining challenges lie not only in the development of additional models of successful practice that have been shown through evaluation to be effective, but also in the dissemination of these models throughout State and local educational agencies across the Nation. Toward this end, the U.S. Department of Education will continue its initiatives working toward the goals of expanded employment, vocational training, and improved independent living opportunities for all handicapped youth.

The Implementation of Key Provisions of the Act Assuring the Rights of Handicapped Children

Part B of the Education of the Handicapped Act (EHA-B) includes provisions to assure the rights of handicapped children. One of the principal protections included in the Act is its provision for assuring special education and related services in the least restrictive environment (Section 612(5)(B)) (20 U.S.C. 1412(5)(B)). Another assurance relates to the provision of a vast array of related support or ancillary services necessary for handicapped children to benefit from special education (Section 612 (1) and (2)(B), 602 (16) and (18) (20 U.S.C. 1412(1) and (2)(B), 1401 (C)). These related services include such diverse features as transportation, social work services, occupational and physical therapy, and the early identification and assessment of handicapping conditions. In addition, the Act requires States to develop and implement a comprehensive system of personnel development, which shall include, among other features, the inservice training of general and special education instructional and support personnel (Section 613(a)(3) (20 U.S.C. 1413(a)(3)). Both the availability of qualified personnel and the quality of inservice training programs are measures of the States' capacity to provide a free appropriate public education to all handicapped students.

This chapter reports the progress to date in implementing the least restrictive environment (LRE) provisions of the Act. Information is presented on the settings in which handicapped children are served, as well as a description of the development of State and local educational agency policies designed to promote the provision of special education and related services in the least restrictive environment. In addition, information is provided on the progress attained by State and local educational agencies in providing related services to handicapped children and youth. Finally, information is presented relative to the number of special education and related service personnel needed and available, the preservice training of regular educators, and the progress made by State and local educational agencies in designing and implementing inservice educational programs.

Least Restrictive Environment

This part of the report provides information in two areas relating to progress in providing services to handicapped students in the least restrictive environment: settings and State and local policy development. Each annual report evaluates the settings in which handicapped children are served in order to determine the types of educational environments that are available to handicapped children and the number of handicapped children served in the various settings. This report also examines the policies that have been developed at the State and local levels to promote services in the least restrictive environment.

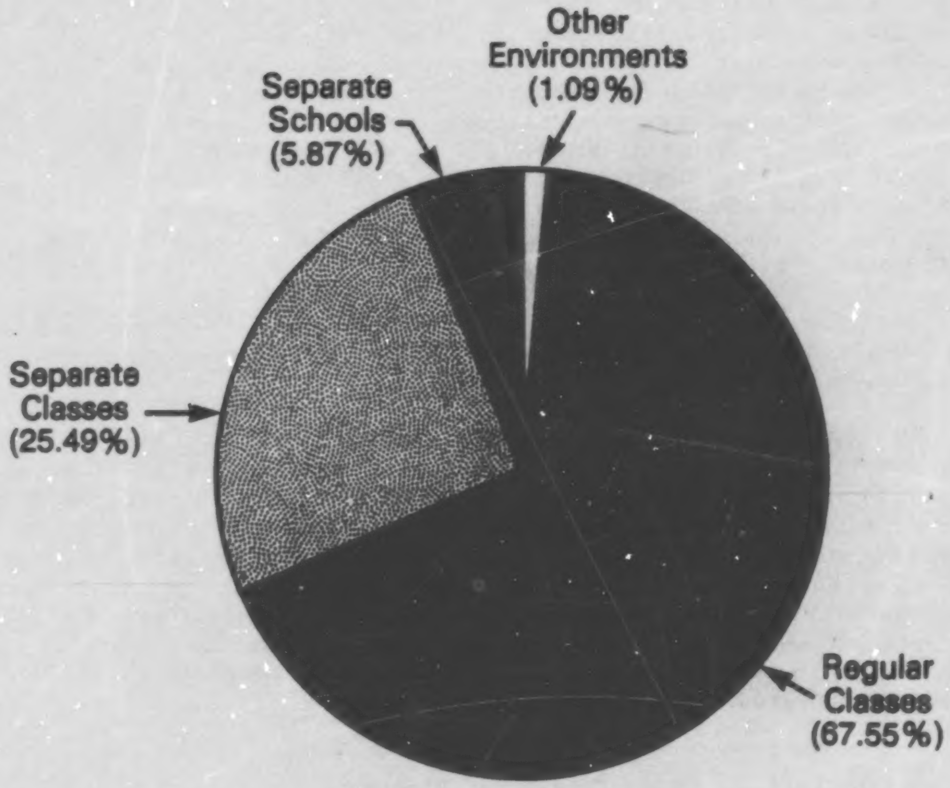
Settings

During school year 1982-83, the majority of handicapped students continued to be served in regular education buildings. As in school year 1981-82, 68 percent of all handicapped children received most of their education in regular classes (see Figure 3). An additional 25 percent received services in separate classes within a regular education building. Taken together, these settings accounted for 93 percent of the handicapped students who received special education and related services in environments that included nonhandicapped peers. Only 7 percent of all handicapped children were educated in separate schools or other environments, such as hospitals or homebound instruction.

Although it appears that the proportion of students with handicapping conditions is relatively stable, some changes are evident within certain handicap categories. In particular, the proportion of seriously emotionally disturbed, other health impaired, and orthopedically impaired students served in regular classes continues to increase. For example, in 1981-82, 33 percent of other health impaired students were served in regular classes and 45 percent were served in separate classes. Similarly, the number of seriously emotionally disturbed students in regular classes increased from 146,738 to 150,051 between 1981-82 and 1982-83, while those students in separate classes decreased in number from 140,923 to 135,285.

Similar trends toward providing education in more integrated settings are evident for the 18-21 year age group. In 1981-82, 38 percent of the 18-21 year old handicapped students were served in regular classes and 38 percent were served in separate classes. However, in 1982-83, the percentage of 18-21 year old students served in regular classes increased to 40 percent, with a corresponding decrease in the percentage of 18-21 year old students served in separate classes.

Figure 3. Percent of Handicapped Children Served (Ages 3-21) in Four Educational Environments, School Year 1982-83



While the overall proportions tend to demonstrate some stability among the four types of settings within which handicapped students are served, some changes continue to occur for specific handicapping conditions and for specific age groups.

State Policies and Programs to Promote LRE

In order to assure the implementation of LRE provisions, EHA-B requires States to establish the following:

> procedures to assure that to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Section 612(5)(B)).

In addition, the regulations for EHA-B provide that each public agency shall ensure that a handicapped child's educational placement is as close as possible to the child's home.

State educational agency (SEA) and local educational agency (LEA) policies have been instituted to assure that handicapped children are educated in the least restrictive environment. The Center for the Study of Social Policy recently completed a study, "Policies Which Address Out-of-District Placement and Assure Education in the Least Restrictive Environment." This study analyzed State policies that affect the provision of services to children in out-of-school district placement, as well as other policies which support the transfer of responsibility back to LEAs for institutionalized handicapped children (Center for the Study of Social Policy, 1983).

Policies That Influence Out-of-District Placement

The most direct approach through which an SEA can monitor out-of-district placements involves an SEA review of LEA recommendations for such placements. Several States have instituted this type of review process: Connecticut's example, cited below, seems to be typical of them.

- The Connecticut Department of Education exercises approval and disapproval authority for reimbursement purposes of all requests local districts make for placing children in private out-of-district placements. This policy was established subsequent to P.L. 94-142, in Section 10-76-D of the State code. The policy was established for several reasons; among them was a desire to monitor what the SEA believed to be an excessive number of out-of-district placements.

  State officials require local special education directors to document that a range of placement options are considered before recommending placement in a private facility. If State officials are convinced that an out-of-district placement represents the appropriate, least restrictive alternative for the child, the LEA's recommendation is approved for a specific period of time, with specific dates set to review the child's educational progress. Placements recommended by LEAs to out-of-State facilities that are not approved by the State in which the facility is located are not approved for reimbursement by the Connecticut SEA.

Other States have instituted a variety of placement procedures to ensure that out-of-district placements, including institutional placements, are carefully reviewed. Typically, these policies establish a placement process that marshalls a wide range of professional expertise and involves several levels of professional review, in order to assure that children are placed in appropriate settings. In some States, these more elaborate placement procedures are used only when the normal IEP process has identified a child for whom (1) no appropriate placement is readily available; (2) an out-of-district placement is recommended; or (3) payment for services is contested. In such cases, the placement decision often must involve other human service agencies as well as the usual participants in the IEP process. Maryland's admissions, review, and dismissal process is an example of such a placement process.

- Maryland's admissions, review, and dismissal (ARD) process was originally designed to help coordinate the placement decisions that multiple local agencies were making for children in need of residential care, as well as to assure that these placement decisions resulted in the most appropriate care for handicapped children. Representatives of several agencies meet regularly as ARD committees on a local and regional basis throughout the State.

The ARD system was incorporated into the Maryland State Special Education Bylaw 13.04.01 and was implemented in 1978. State officials claim that the ARD process has reduced the number of out-of-district placements Statewide. In addition, Maryland officials believe that the range and quality of information used in placement decisions have improved due to the systematic participation in ARD of all human service agencies with jurisdiction over handicapped children. However, because each county maintains its own ARD committee, yielding much variation throughout the State, and because the process was not mandatory for other agencies, the SEA is now in the midst of reforming the process to both standardize and review multi-agency participation.

Local coordinating committees (LCCs) will have the legal authority to require multi-agency involvement. The State coordinating committee (SCC) will review all LCC placement decisions to verify that a range of alternate placements were considered. Under executive order from the Governor, it will no longer be possible to unilaterally place a child in residential care; rather, such placement will require the participation of multiple agencies at both the State and local levels.

State Policies to Promote Deinstitutionalization

A close relationship exists between deinstitutionalization efforts and the goals of educating handicapped children in the least restrictive environment. States have established policies and procedures designed to move students out of State-operated and supported programs and to serve them in their local districts. However, they have sometimes found that additional efforts are necessary to achieve their policy goals at the local level. Among the difficulties States have encountered has been the lack of experience in some local school districts and slow development of programs to meet the educational needs of the more severely impaired children, especially in low population areas such as rural communities. Another difficulty has been providing the support needed to assure service consistency and continuity when the child moves from one setting to a more integrated setting, especially for severely impaired children whose needs may be extensive. States have found that the success of such transferred children in their new community-based placements is sometimes dependent on the provision of special services to families and the school to support the transfer process. These problems are being addressed through State and local initiatives.

- In 1979, the Colorado legislature passed Senate Bill 26 (SB 26) to encourage the development of community alternatives so that children placed out-of-home could return to or remain in their home communities. The legislation's purposes were to reduce out-of-home placements so children could be served in community-based settings and to halt the rapidly escalating costs of serving children in residential facilities. The statute applied to out-of-home placements that were made by any State or local public agency. Of particular interest were the placements made by the Department of Social Services which controls most of the State's out-of-home placements (including foster care and institutional care).

  SB 26 provided a fixed allocation of Social Service funds to counties to develop alternative community services, thereby lifting previous restrictions that the funds be used solely for residential care. Each county was to appoint a Placement Alternatives Commission (PAC) which, with broad community representation, was to develop a local plan for establishing alternative programs that would enable children in residential facilities to return to their home communities.

  Simultaneously, the Colorado SEA and the Department of Social Services developed an interagency agreement that established parameters for joint placement, funding, and monitoring of all handicapped students residing in residential facilities. These include board and care homes, foster care homes, group homes, private residential schools, and State institutions. In drafting this agreement, the SEA and the Department of Social Services brought together all local special education administrators and county social service directors in a series of meetings. Since local officials were actually involved from its inception, the resulting agreement is likely to secure a high level of commitment from the participating members.

- The Massachusetts Department of Education over the last decade has provided financial assistance to school districts as an incentive to develop programs for children who were placed in private schools before the enactment of Chapter 766, the State's special education law. Although this law assigned responsibility to local districts for serving handicapped children identified after its enactment, a "grandfather" provision required that the State continue to be responsible for children it had served in private schools prior to that time. To encourage the provision of services to these children in the least restrictive environment, the SEA has provided grants to LEAs for the duration of the child's education in an amount up to the cost of the private school placement at the time the child transfers to a less restrictive placement. Grants awarded to LEAs under this initiative have been supported by State appropriated funds as well as funds available under the P.L. 89-313 program. The Massachusetts SEA considers this incentive program to have been extremely successful in moving many handicapped children into more integrated settings in the public schools.

- The Illinois Department of Education has used a portion of its set aside funds under EHA-B to award grants to LEAs to stimulate the development of community-based residential services for children with behavioral disorders. The SEA had found that although an LEA may have had the capacity to provide special education and most related services to children who were formerly served in State-operated or supported programs, there sometimes were not available in the community the residential services needed to support local service delivery. LEAs in the State have been provided funds to cooperatively plan with human service agencies in their community for the development of residential placement options, such as group homes. Once developed, these residential services are administered or sponsored by the human service agencies. The Illinois SEA considers this grant program to have made a significant contribution to the ability of some local districts to serve children with behavioral disorders within the local community setting.

Federal policy has also assisted State efforts to further the goal of community-based services. Since 1975, as a result of an amendment to P.L. 89-313 (P.L. 93-380), funds available under this program are permitted to "follow" a child who leaves a State-operated or State-supported program and enters a locally operated or supported program. This provision has played an important role in States' efforts to provide services in more integrated settings to handicapped children.

The successful transfer of children from State-operated and State-supported programs to more integrated educational placements such as those provided by LEAs requires careful planning and coordination to assure that continuity in service delivery and adequate preparation occur on the part of parents, schools and other service providers. Once the child has transferred, educators have found that continuing support and follow-up are sometimes needed to help families and schools meet the educational and support service needs of the child. The following example illustrates the types of initiatives State and local educational agencies have undertaken under the P.L. 89-313 program to assure the successful transfer of children to programs provided in more integrated settings.

- Local school districts are involved in efforts to plan transfer placements before they occur and to monitor and support the placements once the child has moved. In Pennsylvania, for example, some local and intermediate education units work directly with representatives of the institutional program to review the child's current needs and program, and to cooperatively develop an IEP which will be implemented in the local setting. This strategy permits the receiving school the opportunity to identify special needs of the child and to plan appropriate services well in advance of the student's transfer. In addition, school personnel such as social workers and parent trainers meet with parents prior to the transfer to discuss the child's needs and strategies for meeting them, as well as to identify resources in the community to assist parents. This is particularly important for families whose child will be returning home from a residential setting. School districts have found these preliminary planning activities effective not only for better program development but also for developing a receptive attitude and realistic expectations on the part of everyone who will have a role in implementing the child's new placement.

Conclusion

Although the relative proportions of students with specific handicapping conditions served in various settings have not varied greatly, changes are evident in certain handicapping categories. The proportions of seriously emotionally disturbed, other health impaired, and orthopedically impaired students served in regular classes continue to increase. States continue to develop a variety of specific policies designed to support the process of integration. Progress has been made in State policies to review out-of-district placements. In addition, improvements have been made, as a result of both Federal and State policy, to transfer responsibility back to local educational agencies for institutionalized handicapped children.

The Provision of Related Services

The related services component of EHA-B has been one of the most difficult features in providing a free appropriate public education for all handicapped children, and it continues to be a persistent challenge. The Center for the Study of Social Policy has recently completed a study (1983) of effective policies which State and local educational agencies have used to assure the availability of related services. The findings from this study are summarized below.

Effective State Policies in the Provision of Related Services

SEAs have attempted to secure other State agencies' cooperation to expand the related services available to local districts. Generally, these endeavors have taken three forms: (1) increasing access to another service system's resources; (2) negotiating to secure third party financing; and (3) joint funding and cooperative programming arrangements with other human service agencies. Despite the different nature of each of these strategies, they share important similarities. Each maintains and improves services by sharing financial responsibility, offering participants positive fiscal incentives, recognizing the importance of professional working relationships, and interweaving State and local interests. These common factors appear in the following examples of educational agencies that have secured other agencies' cooperation.

- California's Departments of Education and Mental Health developed a strategy to allow LEAs greater access to local mental health services. These two departments entered into a joint agreement to ensure that local mental health agencies would use their funds to pay for local related service costs for seriously emotionally disturbed children. Essentially, this agreement helped to both change the pattern of service delivery and prioritize services for handicapped children. It defines the services for which education and mental health respectively agree to accept responsibility, details the process by which seriously emotionally disturbed children are referred from one agency to another, and promotes the use of mental health dollars to finance related services at no cost to parents when such services have been indicated.

- Connecticut's Department of Education developed a system of third party financing to help LEAs pay for health-related services. The SEA hopes to conserve State and local education dollars by using available private insurance and Medicaid reimbursements for costs incurred by local school districts for medical and allied health related services. Important factors which have helped the SEA undertake this initiative are that SEA staff understood the nature of these other funding sources; the Governor's Office and the State Offices of Policy and Management strongly supported the effort; Federal policy clearance was given; and participating agencies expressed willingness to change their systems. This system was pilot-tested in the 1983-84 school year.

In other States, such as Maine, SEA efforts focused on joint funding and cooperative program arrangements that addressed both programmatic and fiscal concerns.

- The goal of Maine's interagency effort was to increase joint funding and the collaborative delivery of related services through its Interdepartmental Coordinating Committee for Preschool Handicapped Children (ICCPHC). The goal of this committee is to help to develop regionally based coordination efforts by "emphasizing and promoting the active role of other public and private local service agencies and parents in coordinating, planning, and service acquisition." Rather than devising any State level interagency mechanism, as Michigan did, Maine's Committee--recognizing the high degree of local autonomy--allows local agencies to develop joint service arrangements. ICCPHC secured funding from a number of sources to set up nine pilot projects. These projects, in turn, established local coordinating committees to develop interagency funding arrangements. To date, these projects have increased public and private agencies' service coordination and stimulated the development of new services and programs funded by noneducation monies.

Effective Local Policies in the Provision of Related Services

LEAs have a responsibility different from that of SEAs under EHA-B. They must assure that handicapped children have access to those related services that would allow them to benefit from an educational program. LEAs have chosen to address this requirement either by providing all related services directly or by obtaining services from other agencies. For example, LEAs have undertaken to pool resources to increase the distribution and availability of related services or to develop new programs for special student populations.

A large number of LEAs, particularly those that are smaller and less populated, have pooled resources to increase the availability of related services. Such arrangements are evidenced in Michigan, Maine, and Colorado, where several factors have contributed to their success: all of these efforts took place in rural areas where the lack of services increased the need for interagency collaboration in order to either expand or provide similar levels of service in the face of budget cutbacks; local participants had developed strong informal relationships; and the regional, interdistrict organization through which each pooled resources did not diminish each district's sense of "ownership."

- Several Intermediate School Districts (ISDs) in Michigan's Upper Peninsula formed a special education staff resource pool to increase the availability of related service specialists. This alternative has enabled school districts to recruit staff who had specific related service skills and already were located in the region. By relying on this expertise, these rural districts have been able to increase the quality of their education and related service programs at relatively low cost.

- Eight school districts in Maine's Capitol Area Region formed a contractual services "pool" from which they established region-wide contracts with related service providers and purchased related services for children with severe or rare handicaps. As a result of this "pool," handicapped children's access to related services has increased, district costs have been lowered, and a well-organized service delivery network has evolved that facilitates the efficient allocation of resources.

- In Colorado's Weld County, a group of public and private agencies began a cooperative screening program for children from birth to age five who were suspected of being developmentally delayed. The goal of this program was to prevent or reduce future handicapping conditions by identifying these children before they reached school age. As a result of this program, more at-risk children have been screened, service duplication has been reduced, county schools have been given information that facilitates their planning future programs and budgets, and agencies that suffered budget reductions have been able to maintain their previous service levels.

Other LEAs have selected another approach to related services, developing new comprehensive programs that integrate education and related services for special populations. These programs blend a range of services without being overly concerned about whether a specific service is "educational" or "related." Two local programs have been developed which received State funding to provide services to emotionally disturbed children.

- Independence, Missouri's LEA joined with a local community mental health center to request that the State Departments of Education and Mental Health investigate whether the related service needs of seriously emotionally disturbed children were being met. In response to this investigation, the LEA and the Mental Health Agency established the New Directions program which provided services for children between age 8 and 15 with behavioral disorders whose needs could not be met by the school districts' special education program. As a result of this comprehensive program, several children have been placed in this new program, and a small number have been returned to the regular school program.

- The Maryland Department of Health and Mental Hygiene and the Montgomery County Public Schools jointly fund and operate the Regional Institute for Children and Adolescents (RICA) to provide residential and/or day treatment and education to seriously emotionally disturbed students aged 6 through 20. RICA operates as an interdisciplinary program of clinical, educational, and residential teams in order to advance the following assumptions: handicapped students with multiple problems can be well served only if a range of community specialists and organizations are involved; students should be kept as close to home as possible; and residential services provided in, rather than outside, the county can be cost effective.

Conclusion

Educational agencies have made progress in meeting their financial obligations to provide related services. Many SEAs have developed mutually beneficial arrangements with other human service agencies at the State level to jointly provide related services to handicapped students. SEAs also have used education monies as matching funds for other State agencies, thereby increasing Federal dollars for handicapped students. LEAs have focused on yet another problem: how to share resources with other local agencies to provide related services. An increasing number of LEAs have worked out effective arrangements with other local agencies to jointly provide and finance related services.

Comprehensive System of Personnel Development

This section of the report presents information about the number of special education and related services personnel available and needed, as required by Section 618(b)(5), to provide all handicapped children a free appropriate public education. In addition, the section provides information gathered by the National Association of State Directors of Special Education (NASDSE, 1984) on State educational agency inservice training activities in the areas of transition services, serving children in the regular classroom, and instructional programming.

The data presented on personnel available and needed must be interpreted with some caution. The data is gathered and reported by the States and is, therefore, subject to varying State definitions resulting from the way in which States define given categories of personnel and varying interpretations of full time equivalency (FTE) among States and within the same State between one year and another. In reference to the data on personnel needed, it should be noted that these numbers do not represent vacancies but rather the number of teachers needed to fully serve handicapped children. In addition, these figures do not account for the number of teachers who are certified but do not have a degree to teach handicapped children. Also, the ratio data is difficult to interpret because of the increasing number of noncategorical teachers who must be proportionately distributed among the handicapping categories, since there is no noncategorical reporting category for children served.

Personnel Available and Needed

The number of special education teachers employed increased from 235,386 in 1981-82 to 241,079 in 1982-83. This is a 2.4 percent increase in teachers compared with a 1.5 percent increase in the number of children served. The total number of special education teachers employed has increased steadily from 1976-77 when 179,804 teachers were employed. This trend reflects both the success experienced by the States in serving increasing numbers of handicapped children and the effects of Federal efforts to prepare trained personnel.

Although the total number of special education teachers has increased, decreases have occurred in many categories of teachers. One reason for this is the increase in the number of noncategorical teachers from 16,177 in 1981-82 to 25,305 in 1982-83. Previously, these teachers were reported as teachers of children with a specific handicapping condition. The number of teachers of the learning disabled declined from 83,673 in 1981-82 to 82,625 in 1982-83. However, during the same period, the number of children counted as learning disabled increased by 65,618. Therefore, it is likely that the number of teachers of the learning disabled did not decrease, but many are now reported in the noncategorical category.

In all other teacher categories--except for teachers of the seriously emotionally disturbed, hard-of-hearing and deaf, visually handicapped, and deaf-blind--the number of teachers declined from 1981-82 to 1982-83.

The number of school staff other than special education teachers (administrators, psychologists, social workers, etc.) has increased from 151,649 in 1976-77 to 224,684 in 1982-83. The number employed increased by 10,784 from 1981-82, when a total of 213,900 school staff were employed. These numbers must be interpreted with caution, however, as a result of the differences across States and across years in how full-time equivalents (FTEs) are counted and reported for the various categories of personnel. SEP is continuing its efforts to work with States in improving the reliability of these data.

States estimate that 262,717 special education teachers will be needed for the 1985-86 school year. This is a decrease of 18,238 from the 280,000 that were estimated as needed for the 1984-85 school year. With an attrition rate estimated at 6 percent for special education teachers, approximately 16,000 replacement teachers are needed each year in addition to the teachers needed to fill new positions.

A recent study by the National Center for Education Statistics (1984) of Bachelor's and Master's recipients newly qualified to teach in all fields, including special education programs, showed that of 20,100 practicing teachers in special education programs, 6,000 were not eligible or certified to teach at the time they began teaching. Of these, 2,900 teachers had no training in special education. At the same time, there were 5,800 newly eligible or certified special education teachers who were not teaching and 3,000 who were teaching in other than special education programs.

The Department of Education will continue its personnel preparation efforts to ensure that trained personnel are available to provide a free appropriate public education to all handicapped students. The Office of Special Education Programs will continue to focus attention and commit resources to the preservice preparation of special education personnel in the areas of greatest shortage and to continue priorities in parent training and training of specialists in infant education.

Inservice Training

Sections 300.382(b)(1) and (2) of the regulations for EHA-B require that SEAs, as part of their comprehensive system of personnel development, conduct an annual needs assessment of personnel needs and initiate inservice personnel development programs based on these assessed needs related to the implementation of the Act. Thus, SEAs serve as a focal point in States' efforts to assure the adequate availability of qualified personnel to serve handicapped children and youth. In a study of eight States, the National Association of State Directors of Special Education (NASDSE, 1984) reviewed SEA inservice training activities.

NASDSE reviewed how SEAs are spending the EHA-B State program set aside for direct and support services to meet the inservice training needs of personnel in their States. States place considerable emphasis on the expenditure of Part B funds on helping school districts meet their own specific inservice training needs. However, another major use of these funds for inservice training represents SEA leadership initiatives designed to improve the quality of and promote innovations in Statewide service delivery in selected program areas of high priority. Among the priorities being addressed currently through SEA-sponsored inservice training programs are activities to improve the successful transition of handicapped students into adulthood; to enhance the capacity of schools to serve handicapped students within the regular education program; and to improve instructional programming through exposure to new techniques and practices for educating handicapped children. The following examples illustrate the types of inservice training activities conducted by States in these areas to improve the provision of special education and related services.

Transition Services. States are striving to increase the quality and range of program options available to assist students to successfully progress through their school program and into employment and community living. A major focus of these efforts is on secondary level programming in the schools. Among those being trained are special, regular, and vocational education teachers; administrators; related services personnel; and parents of secondary age students.

- The Oregon SEA is currently involved in an intensive 2 year inservice training program to address the transition needs of students who are severely handicapped (i.e., autistic, deaf-blind, deaf, blind, or orthopedically impaired). During the first year of this program the SEA collected data from parents, teachers, and administrators on curriculum, training, community resources, and parent needs. This information is being used to direct the second year of the program, which will focus on inservice training of teachers, parents, and community leaders on the transition needs of severely handicapped students. The SEA expects this 2 year program to result in significant improvements in coordinated service planning and implementation.

- Improving the ability of schools to meet the needs of secondary age handicapped students is a major focus of recent inservice training activities sponsored by the Rhode Island SEA. The SEA sponsored college credit courses, specialized consultation to individual school districts, and topical workshops. For example, the SEA made arrangements with four colleges and universities in the State to conduct credit courses for school personnel in secondary service delivery. During the 1983-84 school year, 345 secondary level regular and special education teachers and related service personnel enrolled in courses in such areas as vocational assessment, social studies instruction for secondary age mildly handicapped students, counseling strategies for the secondary age handicapped student, and methods for integrating microcomputers in the secondary instructional program. Through another training initiative, the SEA contracts with faculty from a university in the State to provide consultative services to principals and staff in individual school districts. To receive this consultative service, districts submitted requests to the SEA for assistance to address local needs. During the 1983-84 school year, consultation related to secondary level programming was provided in such areas as mastery learning, curriculum design, classroom management, and career and transition planning. Finally, topical workshops, conducted for educators, related services personnel, and parents included adaptive physical education for severely handicapped students, intervention strategies to prevent suicide among adolescent handicapped students, and group counseling strategies for parents of secondary students.

- The Wyoming SEA uses regional workshops to deliver inservice training in the area of secondary programming. During the 1983-84 school year, regular and special education teachers, building administrators, and school psychologists participated in workshops that addressed a wide range of program topics, including psychoeducational assessment, specialized driver education, strategies for student observation, and language development for students with communication impairments.

Serving Children in the Regular Education Environment. SEAs consider inservice training to be a particularly critical element in their overall efforts to assist school personnel in meeting the educational needs of handicapped children in the regular educational environment. The following examples illustrate how inservice training activities are being used to improve communication and coordination between special and regular educators and to upgrade the skills of regular classroom teachers to implement instructional objectives for the handicapped children they serve.

- The Colorado Department of Education has developed a Statewide inservice training program to meet the ongoing needs of instructional and non-instructional personnel in both regular and special education. One of the major goals of this program is to improve the ability of school personnel to serve handicapped children within the regular classroom setting. Inservice training is provided by 13 teams of professionals located regionally across the State who have received specialized training in such areas as personnel needs assessment procedures; identification of effective practices; and methods for designing, delivering, and evaluating inservice training programs. These teams plan and conduct conferences and workshops to meet the mutual needs of personnel from several districts and also provide consultation to individual districts.

- During the 1983-84 school year, the Oregon SEA conducted workshops to improve the delivery of services in the regular classroom to children experiencing behavioral problems. The impetus for these workshops was twofold. First, through its Statewide needs assessment process, the SEA found that regular education teachers felt inadequately prepared to accommodate the behavioral needs of children in their classrooms. While the lack of teacher skills in this area affected the ability of schools to serve handicapped children effectively in the regular classroom setting, the SEA was also concerned that children were being referred for special education evaluation who, with improved teacher skills and support, could be accommodated within the general education program. Second, through its monitoring activities, the SEA had determined that for some children classified as emotionally disturbed, IEP objectives did not provide the direction necessary to enable regular education teachers to address the behavioral needs of children placed in their classes. Therefore, through a series of five regional workshops, the SEA provided training to approximately 350 regular and special education teachers last year. Training focused on implementing behavior management strategies in the regular classroom and on the development and translation of IEP objectives for implementation in the regular class setting. Preliminary evaluation of this training effort has indicated that the number of referrals of children for evaluation for behavioral reasons has decreased and that regular education teachers express more confidence in their ability to serve children with behavior problems in their classes. These successes have resulted in the SEA's commitment to extend these workshops to other regions of the State during the 1984-85 school year.

Instructional Programming. Inservice training plays a vital role in States' efforts to provide leadership to school districts in implementing qualitative improvements in special education. Advancements in curriculum, technology, and instructional and learning theories that apply directly to handicapped learners are increasingly a major focus of SEA inservice training directed to school district personnel. Rather than promoting single ideas or strategies, SEAs often utilize inservice training opportunities to introduce a broad range of concepts and techniques proven effective elsewhere in a specific program area and, later, to assist LEAs in the adoption of practices that meet their local needs. The following examples illustrate the initiatives of two SEAs to improve instructional programs for handicapped learners.

- During the 1983-84 school year, in an effort to improve the quality of services provided to preschool aged handicapped children, the Montana SEA conducted a major inservice training workshop for teachers, school psychologists, and principals. The purpose of this workshop was to introduce educators to a wide range of preschool service delivery models and curricula, some of which had been developed in Montana, others of which had been developed in other States. Participants were given structured opportunities to assess various approaches and to determine whether any would be applicable to their own local service delivery systems. To facilitate LEA adoption of one or more of the approaches presented in the workshop, one district was selected to serve as a training project for other districts in the State. With funds provided by the SEA from its set aside funds from EHA-B in combination with the LEA's flow-through grant, several district staff were trained at preschool program sites outside of the State. Subsequently, these staff delivered inservice training to educators across the State.

Last year this cooperative SEA/LEA training approach provided inservice training in the area of preschool services to approximately 300 early childhood educators in Montana.

- To assist LEAs in the State to integrate microcomputers into the administrative and instructional functions of their special education programs, the Maryland SEA provided inservice training to over 150 school administrators, secretaries, computer programmers, and curriculum specialists in a series of three training sessions conducted last year. The purpose of this training was to provide school personnel with hands-on experience in the use of computer hardware and the modification of existing software for the development and management of individualized education plans. A major emphasis of this training was the translation of school curricula into objectives and instructional strategies that could be incorporated into the IEPs of handicapped students. The SEA anticipates that this training effort will enhance the appropriateness and effectiveness of instruction delivered to handicapped students.

Conclusion

The number of special education teachers employed in 1982-83 increased by approximately 6,000 from the previous year and the number of personnel other than special education teachers increased approximately 11,000. States continue to place considerable emphasis on inservice training needs. Among the priorities being addressed by State inservice training efforts are activities to improve the transition of handicapped children into adulthood, to increase the capacity of schools to serve handicapped children in regular school programs, and to improve instructional programming.

Assisting States and Localities in Educating All Handicapped Children

A major goal of the EHA-B State Grant Program is to assist States and localities in providing a free appropriate education for all handicapped children. This assistance is provided through three primary systems: (1) financial assistance to State and local educational agencies as authorized by the Act; (2) technical assistance to SEAs mandated by Section 617; and (3) the program review process, which consists of both the review of State Plans and compliance monitoring. This chapter describes each of these three types of Federal assistance and highlights a study of special education expenditures in selected States.

Funds for Serving All Handicapped Children

The legislative mandate for an annual report to Congress on the progress in implementing the Education of the Handicapped Act requires that financial information be included to indicate the Federal, State, and local expenditures. This section will provide information regarding the amount and use of Federal funds, as well as information regarding State and local expenditures.

EHA-B State Grant Program

The EHA-B State Grant Program annually distributes funds to each State based on the total number of handicapped children reported by their respective local educational agencies as receiving special education and related services on December 1 of the previous fiscal year. The funding for the EHA-B State Grant Program has increased from $251,769,927 in FY 77 to $1,068,875,000 in FY 84.

The average per-child amount of EHA-B allocation has increased from $72 in FY 77 to an estimated $261 for FY 84. This average is not an expenditure, but represents the distribution formula on which the allocation to the States is based. A table showing State Grant Program awards under EHA-B for fiscal years 1977-84 is contained in Table 9.

The EHA-B State Grant Program requires that each SEA distribute at least 75 percent of the EHA-B State Grant Program funds to LEAs and intermediate education units (IEUs) as a flow through from the SEAs to support the education of handicapped students (20 U.S.C. 1411(c)(1)(B)). The LEAs expend these funds to assure provision of an appropriate education and related services to eligible handicapped children in a manner that does not supplant State and local expenditures.

Twenty-five percent of EHA-B State Grant Program monies are set aside for the State educational agency. SEAs may use up to one-fifth of this amount, or $300,000, whichever is greater, to pay costs of administration (20 U.S.C. 1411(c)(2)(A)(i)). The remaining 20 percent of the State Grant Program set aside may be used by the SEAs for direct and support services (20 U.S.C. 1411(c)(2)(A)(i)). The set aside funds that are not used by the SEA for direct and support services are distributed to the local educational agencies.

Decision Resources Corporation (1984) conducted a study of nine States to analyze special education and related service expenditures as well as uses of Federal, State and local funds for educating all handicapped children. The findings of this study corroborate previous studies regarding the use of EHA-B flow through dollars by LEAs and IEUs. The Federal monies were used flexibly by LEAs to initiate and expand special education and related services. EHA-B flow through monies were reported to be used for child-find activities; psychological, psychiatric and medical evaluations; resource teachers; speech-language pathology services; occupational and physical therapy; services to private schools; preschool programs where they were not

TABLE 9

EHA-B State Grant Program Funding, Fiscal Year 1977-1984

Fiscal Year	EHA-B State Grants	Child Count	Per-Child Average
1977	251,769,927	3,485,000	$ 72
1978	566,030,074	3,561,000	159
1979	804,000,000	3,700,000	217
1980	874,500,000	3,803,000	230
1981	874,500,000	3,941,000	222
1982	931,008,000	3,990,000	233
1983	1,017,900,000	4,053,000	251
1984	1,068,875,000	4,094,000	261

mandated by the States; pilot projects; classroom and resource teachers and aides; inservice training; and instructional materials, supplies, and equipment, including computers.

Three recent efforts have also examined the use of the EHA-B State share of the allocation by the SEA. These are a Decision Resources Corporation study (1984), a General Accounting Office study (1984) and SEP analyses of annual State program plans for 1984-86. All analyses indicate that almost all SEAs fully utilize their administrative monies. As previously reported in the Sixth Annual Report to Congress, these monies continue to be used to pay at least in part the salaries of administrators, program staff, and support personnel. The GAO estimates that $47,776,000 was expended in 1984 on administration based on their survey of 41 States which were able to describe how they used their administrative funds (1984). Table 10 from the GAO study provides specific estimates by category of expenditure describing the use of these administrative monies. The GAO also reports that approximately 45 percent of these funds were used to fund 1,229 State personnel positions.

Significantly more variation exists in how SEAs use their set aside funds related to direct and support activities. Decision Resources (1984) found that four of the nine States studied passed through to their local educational agencies as much as 90 percent of the direct and support set aside funds. Similarly, the GAO report found that 35 of the 48 States surveyed retained less than the full 20 percent set aside for direct and support services. The SEP analysis indicated that the most frequent use of the direct and support service portion of the set aside monies was the funding of comprehensive systems of personnel development, and this was corroborated by the other two studies. Personnel development systems included inservice training of teachers, parents, other professionals, surrogate parents and hearing officers. The State Grant Program set aside monies are being used for a number of other purposes, including model programs for underserved populations such as postsecondary aged youth and severely handicapped children. Demonstration projects are funded as part of SEAs initiatives to stimulate services to specific populations such as preschool children. In addition, States report that these set aside funds are used for funding extended school year programs and direct services to low-incidence populations such as deaf-blind individuals. Table 11 provides information on estimated State expenditures by type of service and their frequency of occurrence from the GAO Study (1984), of 41 States which could describe their EHA-B set aside direct and support services.

TABLE 10

GAO Findings of State Expenditures from the Administrative Portion of the Set Aside, by Category

Category	Total $	Percent of All Administrative $
Department operations	10,646,000	22
Program operations	5,898,000	12
Support personnel	5,442,000	11
Operating expenses	3,638,000	8
Other activities*	3,442,000	7
Fiscal management	2,339,000	5
Carryover	6,134,000	13
Other (accounting for less than 5%)	10,237,000	21
Total	47,776,000	99

Source: U.S. General Accounting Office, *Use of the Public Law 94-142 Set Aside Shows Both the Flexibility Intended by the Law and the Need for Improved Reporting* (Report to the Chairman, Subcommittee on the Handicapped, Committee on Labor and Human Resources, United States Senate). Washington, D.C.: U.S. General Accounting Office, January 2, 1985.

Notes: All categories but one account for 5 percent or more of the total set aside dollars States spent for administrative purposes in FY 84. Dollars are rounded to the nearest $1,000, percents to the nearest percent.

* Statewide and regional low-incidence programs and direct services for specific handicaps, ADP/MIS implementation, technology for the handicapped, and miscellaneous.

TABLE 11

GAO Findings of Direct and Support Services that States Funded with the Set Aside

Service[a]	States Funding Service[a]		Percent of Each State's Direct and Support Service Set Aside[a]			Average Percent all States[b]
	Number	Percent	Highest	Lowest	Average	
Comprehensive system of personnel development	32	78	47	c/	17	13
Model program	24	59	80	1	16	9
Materials development	20	49	24	c/	5	2
Advisory panel	19	46	2	c/	1	0
Vocational programs	19	46	21	c/	6	3
Related services	18	44	51	1	14	6
Research and evaluation	17	41	43	c/	7	3
Residential placement	15	37	99	1	25	9
Assessment centers	15	37	80	c/	23	8
Interagency coordination	15	37	55	1	12	4
Child find	12	29	43	c/	9	2
Parent training	12	29	34	1	6	2
Training and recertification of hearing officers	11	27	12	c/	2	1
Preschool programs	10	24	22	c/	7	2
Summer programs	9	22	21	1	8	2
Procedural safeguards	8	20	18	c/	4	1
Infant programs	6	15	7	c/	3	c
Transportation	2	5	24	2	13	1
Other activities[d]	26	63	94	2	35	22
Remaining to be spent	6	15	89	2	38	6
Carryover	5	12	80	6	28	3

Source: U.S. General Accounting Office, Use of the Public Law 94-142 Set Aside Shows Both the Flexibility Intended by the Law and the Need for Improved Reporting (Report to the Chairman, Subcommittee on the Handicapped, Committee on Labor and Human Resources, United States Senate.) Washington, D.C.: U.S. General Accounting Office, January 2, 1985.

[a] Based on reports from 41 States; excludes 1 State that did not use set aside funds for direct and support services and 6 States that did not provide information; rounded to the nearest percent.

[b] Based on reports from 40 States; rounded to the nearest percent.

[c] 0.5 percent or less.

[d] Statewide and regional low-incidence programs and direct services for specific handicaps (13 States, 32 percent), ADP/MIS implementation (3 States, 7.3 percent), technology for the handicapped (3 States, 7.3 percent), miscellaneous (7 States, 17 percent).

In summary, the SEAs report using EHA-B set aside monies in a variety of ways which directly assist in administering and implementing the requirements of EHA-B.

State Operated Programs for the Handicapped (Chapter 1 of the Education Consolidation and Improvement Act of 1981)

In addition to the funds provided under the EHA, grants are provided under P.L. 89-313, a 1965 amendment to Title I of the Elementary and Secondary Education Act for the special education of handicapped children in State-operated or State-supported schools and to LEAs that serve handicapped children who have transferred from State programs. These funds are used to expand and improve programs provided to handicapped children currently or previously educated in State-operated or State-supported programs. Handicapped children reported for EHA-B may not be counted for P.L. 89-313 funds.

Table 12 presents the funding history of P.L. 89-313 funds, as well as the per-pupil allocations since FY 66.

Under an agreement made in 1977 between Elementary and Secondary Education and the Office of Special Education Programs, all fiscal authority for the P.L. 89-313 program was delegated to the Office of Special Education Programs, except for the annual determination of funds to be allocated to the States. As a result of an amendment to P.L. 89-313 in 1975, program funds can follow children moved from State operated and supported programs to local educational agency operated and supported programs. As shown in Table 13, the number of children served by local educational agencies (LEAs) has increased from 25,000 in FY 79 to more than 49,000 children in FY 83. This 100 percent growth in number of children returning to LEAs reflects the enhanced capacity of these agencies to provide an appropriate education to all handicapped children, and an increasing commitment to educate handicapped children in less restrictive settings.

Incentive Grant Program

Another State formula grant administered by SEP is the Incentive Grant Program authorized under Section 619 of EHA-B. In order to encourage States to expand educational services to preschool handicapped children aged three through five, the Incentive Grant Program, under Section 619 of EHA-B, awards formula grants to States on the basis of the number of handicapped children in this age range receiving special education and related services. The Education of the

TABLE 12

P.L. 89-313 State Formula Grant Funding From Fiscal Years 1966-1984

Fiscal Year	Amount Appropriated	Number of Children	Per-Pupil Allocation
1966	$15,917,000	65,440	$242
1967	15,065,000	82,797	181
1968	24,746,000	87,389	283
1969	29,742,000	96,499	308
1970	37,482,000	110,531	399
1971	46,129,000	121,568	379
1972	56,381,000	131,831	427
1973	75,962,000	157,997	480
1974	85,778,000	166,415	515
1975[a]	183,732,163	178,763	491
1976	95,869,000	188,078	509
1977	111,433,000	201,429	553
1978	121,575,000	223,804	543
1979	132,492,000	222,732	595
1980	143,353,493	225,480	635
1981	145,000,000	233,170	621
1982	152,370,508	243,356	626
1983	146,520,000	242,936	603
1984	146,520,000	247,119	593
1985[b]	146,520,000	253,000	583

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[a] From fiscal years 1966-74, the funds appropriated were for use in that fiscal year. However, beginning in FY 75, funds were to be used in the succeeding fiscal year. As a result, the appropriation in FY 75 was for funds to be used in both fiscal years 1975 and 1976.

[b] Estimate.

Handicapped Act Amendments of 1983 expanded the age range for service to birth through five years; however, they did not alter the three through five year age range used to distribute the funds.

Table 14 provides a summary of the funding history and number of children served by the Incentive Grant Program. In FY 77, less than half of the State educational agencies elected to participate in the Incentive Grant Program. Since FY 78 an increasing number of States have chosen to participate, and since FY 83, 55 of the 58 eligible agencies have participated in the program. This increase in State participation has been accompanied by a 29 percent growth in the number of preschool children receiving special education and related services.

Examples of Impact of State Financial Assistance Programs for Handicapped Children

The financial assistance provided through the State formula grant programs described above has provided SEAs the opportunity to initiate, expand and improve services to all handicapped children. These funds have been used to provide initial impetus for planning, as well as implementing Statewide initiatives. In addition, these funds have assisted SEAs in generating additional funds within the State as well

TABLE 13

Numbers of Handicapped Children Reported by Setting for P.L. 89-313 from 1979 to 1983

Fiscal Year	Total 89-313 Count	Number of Children in State-Operated/ Supported Programs	Number of Children Returned to LEAs
1979	222,732	197,732	25,000
1980	225,480	191,941	33,539
1981	233,170	194,312	38,858
1982	243,356	197,526	45,830
*1983	242,936	193,335	49,601

* 1983 was the last year SEAs were required to report the number of children for whom responsibility for providing special education was shifted from State agencies to LEAs.

as leveraging funds from other State agencies to improve the quality of education provided handicapped children and youth. In many instances, these Federal monies have been targeted toward initiatives which involve the collaboration and cooperation of other State, regional and local human service agencies. These collaborative interagency efforts have been initiated to more effectively and efficiently provide a range of diagnostic, therapeutic, educational and/or rehabilitative services. The following examples illustrate the impact State formula grant programs are having in assuring a free appropriate public education for handicapped children.

- In 1982, the California Department of Education entered into a cooperative program with the Employment Development Department (EDD) and the Department of Rehabilitation to increase the employability of handicapped high school students. During the 1982-83 school year, 34 LEAs in California developed vocational and employment preparation programs with a private sector work experience component.

TABLE 14

Incentive Grant Program Funding
From Fiscal Year 1977 to 1984

Fiscal Year	Funding	Child Count	Per-Child Share
1977	12,500,000	197,000	$ 64
1978	15,000,000	201,000	75
1979	17,500,000	215,000	81
1980	25,000,000	232,000	108
1981	25,000,000	237,000	105
1982	24,000,000	228,000	105
1983	25,000,000	242,000	103
1984	26,330,000	253,000	104

* Estimated

The local programs were developed through coordinated use of Federal, State, and local formula grant funds. The SEA used $970,000 from EHA-B funds; the EDD provided $235,000 from State Youth Employment Development Act (YEDA) funds for work experience wages; the Department of Rehabilitation contributed in-kind services; LEAs contributed $1.4 million from general local education funds; and employers and CETA prime sponsors added $200,000 to bring the total sum to $2.8 million.

As a result of the funding package, 1,903 handicapped students received vocational preparation services. Of these students, 43 percent were paid for work experience in private-sector placements, and 19 percent were paid for public-sector work placements. More than one-third of these students held unsubsidized jobs by the end of the 1982-83 school year and another one-third had commitments for jobs to begin during the summer of 1983. According to the SEA, students exhibited increased self-confidence and employers gained a new understanding of the work capabilities of handicapped youth.

- Another example is the School District of Independence, Missouri, which, using a variety of funding sources, operates a day school program for seriously emotionally disturbed children. This program, which began serving children in February, 1981, was designed to return children who were previously placed in private day and residential settings to the regular classroom as soon as possible. Entitled New Directions, the program is a collaborative effort between a private nonprofit mental health agency and several local school districts.

  The program seeks to meet the therapeutic and educational needs of children between the ages of 8 and 15 who are seriously emotionally disturbed. Its primary goal is to assist children in developing behavioral skills that will allow them to remain in the least restrictive educational environment. Secondary goals are to integrate family therapy into the treatment program; to blend professional roles in a way that best serves the child; and to share program costs with as many revenue sources as possible.

Several Federal and local funding sources were combined in 1983-84. These included Federal formula grant funds under EHA-B of $52,000; local Community Mental Health funds of $76,000; a daily rate contribution from the five participating LEAs involved, which averaged $2,400 per child per year or approximately $53,000 in total; and in-kind support for the capital outlay expenditures from the Independence School District for the building, utilities, and administrative support.

Both the mental health agency and the LEA agree that New Directions has provided a service for seriously emotionally disturbed students that did not previously exist. They cite several areas where the program has achieved its goals, including increased parent involvement; better integration of education and mental health services; and successful reintegration into regular classes.

- In 1980, a Federal district judge ordered the West Virginia Department of Education to remove many of its handicapped children from its five State institutions, run by the Department of Health for the mentally retarded. Beginning in 1981, the SEA assumed responsibility for providing education and related services to over 500 children in such institutions. Since then, the SEA has moved over 300 children into community facilities and is directly providing an educational program to the children remaining in the institutions.

Since it had not served these children previously and could not do so adequately with SEA funds, the SEA has had to develop a new funding package to achieve this goal. The West Virginia legislature allocated $1.5 million in State education funds. The SEA used two Federal programs: (1) approximately $500,000 from P.L. 89-313 funds, the Federal formula grant for handicapped children enrolled in State-operated facilities, and (2) approximately $135,000 from Part C of the EHA for 23 deaf-blind students. In addition, the Department of Health allocated approximately $300,000 from its State funds for services to handicapped persons over age 23, so now these persons also benefit from an IEP and an education program even though they are over the mandatory age limit.

> The SEA added approximately $500,000 in EHA-B set aside money. To date, 300 of the 500 students have been moved out of the institutions and into the community. It also allowed the SEA to go beyond the court order and institute comprehensive new education programs for handicapped children still residing in institutions.

Thus, beyond the benefits derived by handicapped children as a result of activities provided solely by State educational agencies, State formula grant programs have an additional impact resulting from interagency collaboration. The State formula grant programs for educating handicapped children have had an impact not only on the availability but also the qualitative improvement of special education and related services. These grant programs, in various combinations, have been used to develop community-based services which have allowed handicapped children to return to their families and schools. Just as significantly, these services provide other children with the support they need to stay at home and in their communities.

EHA Discretionary Grant Programs

In addition to nearly $1,300,000,000 in State formula grant support, the Special Education Programs (SEP) administers 11 discretionary grant programs that are used to support research, development, evaluation, demonstration, personnel preparation, and technical assistance activities. SEP supported 1,351 discretionary grants and contracts in the amount of approximately $120,000,000 among the 56 States and Insular Areas in FY 84. The number and amount of discretionary awards, by State, for FY 84 is presented in Appendix 3.

There is a logical and supportive relationship between the discretionary programs and the Part B Formula Grant Program. The formula grant funds, which are distributed according to the number of handicapped children aged three through 21 who are served by the States, are designed to assure the free appropriate public education of all handicapped children. In 1975, when the Education of the Handicapped Act (EHA) was under consideration by the Congress, a substantial number of handicapped children, especially severely handicapped children, did not have access to the public schools. In essence, EHA-B was designed to assure availability for all handicapped children, giving priority to handicapped children who were either unserved or underserved. Thus, EHA-B has a a primary goal of assuring that all handicapped children will receive a free appropriate public education.

The discretionary programs, which are authorized under Parts C, D, E, and F of EHA, have a complementary goal of improving the state-of-the-practice and advancing the state-of-the-art in providing special education and related services. Many of these discretionary programs were authorized prior to the enactment of the amendments comprising P.L. 94-142 and therefore precede the concerns related to ensuring the availability of a free appropriate public education. These discretionary programs emphasize the development of innovative models of service to handicapped children; research projects to design and develop more effective approaches to educating handicapped children, projects to develop more effective approaches to personnel preparation designed to provide qualified teachers, administrators, and related service personnel; projects that support the development of procedures to improve the transition from school to employment or postsecondary education; projects that develop technology applications to more efficiently and effectively educate handicapped children; and projects which provide technical assistance to hasten the improvement of services to handicapped individuals.

The following examples are provided to illustrate the impact of various discretionary programs on improving the state-of-practice and in other instances advancing the state-of-the-art in the quality of special education and related services.

- The Handicapped Children's Early Education Program (Part C, Section 623), since its authorization in 1968, has produced over 3,000 products to improve the assessment, curricula, and instructional techniques for improving the quality of preschool services available for handicapped children.

- The Captioning Program (Part F, Section 652) for the hearing impaired assisted in the development of the closed caption television decoder for home use by hearing impaired individuals. As a result of such technological advances, the total hours of television news and other broadcast captioned programming time has increased from 1.4 percent to 15 percent of all programs. This technology has significantly improved the quality of life of hearing impaired individuals by giving them greater access to this news and cultural communication medium.

- The Severely Handicapped Program (Part C, Section 624) has supported more than 150 projects producing approximately 200 replicable innovative models. The program has produced materials for administrator, teacher, and parent training; guidelines for adaptive equipment; new curricula and instructional strategies; and improved assessment strategies. These advances have led to increased access to full educational opportunities for severely handicapped persons and enhanced opportunities for competitive employment and community living.

- The Postsecondary Program (Part C, Section 625) initially supported four stipulated postsecondary institutions and 17 model demonstrations for mentally retarded and learning disabled postsecondary students. The program has developed various innovative approaches to supportive services and has developed courses making postsecondary institutions accessible for handicapped individuals. The impact of this program has been the provision of these supportive services and courses by numerous postsecondary vocational-technical, community and four year postsecondary institutions.

- The Research and Demonstration Projects in Education of Handicapped Children Program (Part E, Section 641) has resulted in new and more effective methods for teaching severely handicapped children previously thought unteachable and new instructional approaches such as task analysis, problem solving strategies, and the use of advanced instructional technologies. These improved instructional methods have given handicapped individuals access to knowledge and courses previously thought unteachable. In addition, research findings have established that handicapped children can be educated in least restrictive environments, can successfully learn and can become competitively employed. These research products and findings have contributed to the optimism and enrichment reflected in the expanded and improved quality of educational opportunities being provided to handicapped individuals.

- The instructional technology development activities supported under Part F, Section 651 have resulted in communication devices for hearing impaired and vocally handicapped individuals; paperless braille machines that can read print material for the visually impaired; computers which can simulate science experiments for sensory and physically handicapped students, giving them access to the world of science and math; and a modified major text book series in science, social studies and math to facilitate the learning of handicapped students in regular classes.

These are just some examples of how the discretionary funds complement the State Grant Programs by providing the innovative models, new instructional strategies, and enhanced understanding necessary for improving the quality of education provided to handicapped children. These discretionary programs not only advance the quality of services provided but also often serve as catalysts to stimulate initiation and expansion of services. This is evidenced in such programs as early childhood, where it is estimated that for each preschool handicapped child served in a Federally supported demonstration project, more than six children are served in local continuation and replication projects (Roy Littlejohn Associates, 1982). Similar expansion of services has been evidenced as a result of the deaf-blind program; and State directors of special education (NASDSE, 1982) report that in general, States can and do provide for the majority of direct services required by these children. The postsecondary and transition initiatives are having similar effects on expanding the availability of educational opportunities to postsecondary aged handicapped individuals.

The above information has described the nature, use and impact of Federal financial assistance provided through State grant and discretionary programs. The next section addresses the requirement in Section 618(b)(4) for information on expenditures.

Expenditures for Special Education

Under Section 618 of the Education of the Handicapped Act, as amended, SEP is required to include in the Annual Report to Congress data on "the amount of Federal, State, and local funds expended in each State specifically for special education and related services (which may be based upon a sampling of data from State agencies including State and local educational agencies)." To fulfill this requirement, SEP requested that Decision Resources Corporation conduct a study of expenditures for special education and related services. The study was also designed to provide Congress and SEP information about data availability for a National study of special education expenditures, which was also mandated by Congress in P.L. 98-199. The Congressional mandate requires the compilation of "current information available through State educational agencies and local educational agencies and other service providers, regarding State and local expenditures for educational services for handicapped students (including special education and related services), and gather(ing) information needed in order to calculate a range of per pupil expenditures by handicapping condition." Decision Resources' study was a continuation of a 1983 State level study as reported in the Sixth Annual Report to Congress.

The remainder of this section describes the study methodology, the 1982-83 special education expenditures of the States visited, and the availability of special education expenditure data in the States visited. The study report presents more complete descriptions of each of these areas (Decision Resources Corporation, 1984).

Methodology

To some extent, the availability of special education expenditure data is a function of the type of funding formula used by States to finance special education programs. States use three basic types of funding formulas--excess cost, resource based, and weighted. In the sample of nine States, two States use an excess cost formula; four States use a resource based formula; two States use a weighted formula; and one State uses a combination of a weighted and resource-based formula to distribute special education funds.[1]

Decision Resources collected data from each State on special education expenditures. The components of the data of most interest were (1) Federal, State, and local shares; (2) line item expenditures; (3) expenditures by handicapping condition; (4) expenditures by placement; (5) expenditures by age or grade level; (6) expenditures for related services; (7) per pupil expenditures; and (8) expenditures for services such as screening and evaluation. Not all data were available from all States. In addition, only those readily available data were collected; no requests for additional data were made. The 1982-83 expenditures for special education of selected States visited are highlighted below.[2] Also, a special cost study undertaken by the State of Utah is summarized.

1/ These classifications of State special education funding formulas are based on a July, 1982, Project Forum report (NASDSE, 1982) entitled, "A Description of State Funding Procedures for Special Education in the Public Schools." However, one State was reclassified as an excess cost State based on discussions with State officials.

2/ The 1982-83 data for one State are not currently available.

Evident in the data presented below is the disparity in the types and amounts of data maintained by States on special education expenditures. No State had prepared data by all possible expenditure breakdowns, i.e., age, grade, handicapping condition and placement for the 1982-83 school year. Some of the States estimated certain expenditures, but their estimation techniques were dissimilar. While all of the States could provide the amount of added expenditures for special education (i.e., the amount by which special education expenditures exceed regular education expenditures), the definition of added expenditures varied by State. Some States calculated per pupil expenditures; others calculated per full time equivalent (FTE) expenditures. There is a great temptation to compare the States when their expenditure data appear similar; however, closer examination reveals that the reported expenditures from the States are not comparable given the divergent accounting systems used, services provided, and definitions employed by the States.

Therefore, the data are presented as case studies with background information to assure that they can be understood in the proper context. The States are grouped by the type of expenditure data they were able to report. For Utah and Florida, expenditure data are presented by handicapping condition and placement. Expenditure data for Massachusetts and Rhode Island are by placement while Minnesota's data are categorized by handicapping condition. The expenditure data for Kansas and North Carolina are presented by line item while Washington's expenditures are broken down by activities. Thus, collectively this sample of States provides a broad spectrum of information on special education expenditures.

Expenditure Data by Handicapping Condition and Placement

Utah

Utah uses a weighted pupil unit formula to distribute funds to its LEAs for the excess costs of special education. The State has identified 10 handicapping categories which have different funding weights by placement. The legislature annually determines a base amount of money to be allocated to all students including the handicapped in every program based upon available monies. In 1982-83, the amount was $1,103 per child. Students in resource rooms receive a base allocation in addition to an extra amount equal to the base allocation multiplied by the weight specific to their handicapping condition. Students attending classes in self-contained classrooms do not receive the initial base allocation, but rather they receive an amount of money equal to the base allocation multiplied by the weight specific to their handicap category.

1982-83 expenditures. Table 15 shows Utah's 1982-83 special education expenditures used to educate handicapped children for self-contained and resource classes. These excess costs of special education do not include the following expenditures: general administrative salaries; school administrative salaries; student transportation salaries; operation and maintenance salaries; student transportation services; food services; energy supplies; food supplies; land improvements; buildings; depreciation; dues; fees and judgments against the LEA; and interest or the cost of assessing and collecting taxes. These expenditures are paid from regular education funds. It is estimated that of the $43 million spent for special education, 16 percent were funded with Federal dollars.

Utah spent more money to educate handicapped children in resource rooms (59 percent) than in self-contained classrooms (41 percent) in 1982-83. The State served approximately 81 percent of its elementary and secondary school handicapped students in resource rooms in 1982-83 and approximately 19 percent in self-contained classrooms. Nearly one-third of the money spent in the 1982-83 school year on educating children in self-contained classrooms was spent on severely mentally handicapped children who attended classes in separate training centers. Approximately 22 percent of the money spent in self-contained classrooms was spent on educating educable mentally retarded children. Within the resource classrooms in 1982-83, 36 percent of the funds were spent on the learning disabled while 24 percent were spent on the behaviorially handicapped. Finally, across these two placements, the two most costly programs were those for the learning disabled and the behaviorally handicapped because of the large number of students served in these categories; 48 percent of Utah's special education expenditures were used for these students.

Table 16 illustrates the 1982-83 per pupil expenditures for resource rooms, self-contained classes in regular schools, and self-contained classes in training centers. The highest per pupil expenditures in resource rooms were for the deaf ($3,428), the orthopedically handicapped ($3,380), and the hard of hearing ($3,017). The lowest per pupil expenditures were for the speech and hearing impaired ($498) and the mildly hearing impaired ($759). Within the self-contained classrooms in regular schools, the three highest per pupil expenditures were for the autistic ($18,193), deaf-blind ($10,418), and the deaf ($8,912). However, only 20 percent of all autistic children and 2 percent of the deaf-blind children were enrolled in self-contained units in regular schools in 1982-83 while the remaining 80 percent of the autistic and 98 percent of the deaf-blind children attended self-contained classes in training centers. Finally, the highest per pupil expenditures in self-contained classrooms in training centers were for the deaf-blind ($11,141) while the lowest were for the hard of hearing ($2,436).

TABLE 15

Utah's 1982-83 Added Special Education Expenditures and Percentage of Total Expenditures by Classroom Setting for Each Handicapping Condition Served

Handicapping Condition	Self-Contained Classroom		Resource Classroom		Total	
	Dollars	Percent	Dollars	Percent	Dollars	Percent
Educable mentally retarded	4,116,550	22	918,062	4	5,034,612	11
Trainable mentally retarded	954,068	5	6,974	0	916,042	2
Severely multiply handicapped-training center	5,941,391	32	NA	NA	5,941,391	13
Deaf, hard of hearing	199,703	1	708,961	3	908,664	2
Speech and hearing	NA	NA	4,360,600	17	4,360,600	10
Motor handicapped	328,133	2	199,951	1	528,084	1
Visually impaired	NA	NA	271,674	1	271,674	1
Behaviorally disabled	2,975,599	16	6,359,814	24	9,335,413	21
Learning disabled	2,524,424	14	9,400,553	36	11,924,977	27
Homebound and hospitalized	319,859	2	NA	NA	319,859	1
Other	648,878	3	3,685,207	14	4,834,085	10
Teacher inservice	NA	NA	333,652	1	333,652	1
State programs	585,679	3	NA	NA	585,679	1
Total	18,594,284	100	26,245,448	101	44,839,732	101

Note: NA = classroom setting not applicable for a specific handicapping condition. Percent totals may not add to 100 percent because of rounding error.

TABLE 16

Utah's Per Pupil Special Education Added Expenditures for 1982-1983

Category	Resource Rooms in, Regular Schools	Self-Contained in Regular Schools	Self-Contained in Training Centers
Educable mentally retarded	$1,772	$ 3,002	$ 4,368
Trainable mentally retarded	1,619	5,323	6,114
Learning disabled	1,017	2,517	2,827
Behaviorally disabled	998	3,018	5,218
Deaf	3,428	8,912	NA
Hard of hearing	3,017	3,835	2,436
Speech and hearing	498	2,287	NA
Mild hearing impaired	759	NA	NA
Orthopedically handicapped	3,380	4,258	2,787
Other health impaired	1,179	3,815	NA
Visually impaired	1,699	NA	NA
Severely multiply handicapped	NA	5,245	4,757
Deaf/blind	NA	10,418	11,141
Autistic	NA	18,183	5,882

Source: Data reported in a telephone conversation to DRC staff by Robert Tegeder of the Special Education Section of the Utah Public School System on May 23, 1984.

Note: NA = classroom setting not applicable for that specific handicapping condition.

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For most handicapping categories, per pupil expenditures were greater for more restricted placements. For the orthopedically handicapped, hard of hearing, and autistic, per pupil expenditures did not follow this pattern. For hard of hearing and autistic children, however, enrollments were very small in the self-contained placements.

The Utah cost study. In 1982, an interim committee for special education was formed by the Utah legislature to reevaluate the methods used to determine the weights for the handicapped categories. The committee was comprised of legislators, special education administrators, local school administrators, parents, special education teachers, and representatives of the State office of education.

The committee surveyed State special education teachers on their opinions, attitudes, and workloads. They found that most teachers felt that special education funds in the State were spent effectively in their districts. The task force then surveyed the 40 districts on actual expenditures in five service delivery patterns (resource, resource-self-contained, self-contained in regular school, training center, and homebound and hospitalized) and for 14 handicapping conditions based on expenditures for the 1980-81 school year. The results were divided into two groups of urban/rural and large/small school districts for comparison purposes. On the average, the rural school districts spent $24 more per handicapped child than did the urban districts ($1,070 vs. $1,046, average expenditure per student). In addition, small school districts spent $15 more than did large school districts ($1,065 vs. $1,050, average expenditure per student).

Finally, the task force surveyed each district on the hypothetical costs of providing education to 33 different benchmark children with varying handicapping conditions and in various settings. The benchmark cases were not exhaustive of all possible conditions, but rather were of the more prevalent and nonextreme student types. A general description of the child (including age, grade, and problems of the child), type of assessment services that the child required (i.e., audiologist, etc.), a description of special education services needed (i.e., four periods per day with special education teachers), and related services needed (i.e., psychiatric-one hour per week in group therapy) were provided to the districts. The descriptions also included constant costs for salaries, transportation, administration, supplies, and materials and equipment. The LEAs calculated only those excess costs needed for special education. Costs not included on a typical child's IEP such as building costs and employee benefits were not included in this cost model because they are reimbursed to the LEAs under the regular education formula.

The resulting data showed the following: (1) costs are usually higher in smaller school districts; (2) training centers are the most expensive method of delivering service and the itinerant teacher is the least expensive; (3) the severely multiply handicapped child is the most expensive to serve; (4) there is no statistically significant difference in service costs between many of the handicapping conditions; (5) special education costs more in rural areas than in urban areas primarily because of economies of scale; and (6) it is less expensive to educate children when there are more children in the same handicapping category.

Florida

Florida has a very sophisticated, automated, detailed and complex Statewide cost accounting and reporting system which must be used by all school districts for reporting expenditures. The software is provided by the SEA to every school district. About half of the LEAs have their own computer, and the others have a remote terminal for keying the required data. There is a sophisticated editing segment to compute various ratios and percentages as part of an accuracy check. The cost reporting system is used to provide two basic reports to the State; one provides expenditures from the general revenue fund (State and local funds combined), and the other provides expenditures from Federal revenue.

Special education in Florida is funded as part of the Florida Education Finance Program (FEFP), which is used to fund almost all education programs. The FEFP is basically a weighted formula, with different "cost factors" applied to a base allocation. In 1982-83, the base student allocation was $1,397.34 per FTE. Theoretically, the way the formula works is that unweighted FTE counts of students are multiplied by the appropriate program weights to determine weighted FTE allocations. The weighted FTE for each LEA is then multiplied by the base student allocation to determine each LEA's annual appropriation. The FEFP is not actually this simplistic. There are a number of adjustments made to determine each district's allocation. In addition, districts must levy a minimum tax rate locally to participate in the FEFP.

The base student allocation and the cost factors change annually. The base student allocation changes in accordance with the total amount appropriated by the legislature. The cost factors are also determined by the legislature, and changes are made based on the previous year's expenditures. The SEA uses the cost reporting and accounting system to determine the annual expenditure per FTE for each program funded by the FEFP. The FTE expenditure for the grade four to nine basic program is used as an index to determine the cost factors for the other programs.

This amount is used as a divisor for every other FTE program expenditure to determine the following year's cost factors. The cost factor for grades four to nine is always 1.000 (see Table 17). However, the cost factors are not finalized in this way. The SEA is responsible for computing the cost factors and submitting these calculations to the legislature. The legislature has the ultimate decisionmaking power for finalizing the cost factors.

TABLE 17

Florida's 1982-83 Special Education Cost Factors and Expenditures Per FTE, General Revenue Funds Only

Exceptionality	FEFP Program Weights	Expenditures/FTE
Educable mentally handicapped	2.149	3,753
Trainable mentally handicapped	2.832	4,923
Physically handicapped	3.472	6,834
Physical and occupational therapy - PT	6.674	14,466
Speech and hearing therapy - PT	6.870	10,388
Deaf	3.835	6,709
Visually handicapped - PT	11.393	22,842
Visually handicapped - FT	4.248	8,116
Emotionally handicapped - PT	5.094	7,118
Emotionally handicapped - FT	3.242	5,199
Specific learning disability - PT	4.391	6,321
Specific learning disability - FT	2.347	3,858
Gifted - PT	2.427	3,662
Hospital and homebound - PT	13.295	18,150
Profoundly handicapped	4.843	7,073
Total		5,454
Basic programs*		1,858

Notes: General education costs of students in part-time placements are not included. PT = part-time, FT = full-time.

* Program weight for grades four to nine.

1982-83 expenditures. Florida special education expenditure data are broken down into 14 handicapping conditions, including full- and part-time placements. Part-time students receive services for 12 hours or less per week, and full-time students receive services for 13 to 25 hours per week. Out-of-State and out-of-district expenditures, as well as private placements, are considered contracted or purchased services. This category includes other services as well, so these specific expenditures cannot be determined. Programs for the gifted, and physical and occupational therapy are separate exceptional programs in Florida.

In 1982-83, the State and local program costs (exclusive of transportation, food services, etc., just direct services to children) per FTE for exceptional education ranged from approximately $3,750 for educable mentally retarded students to $22,840 for visually handicapped students receiving part-time services. These part-time expenditures are a function of the limited amount of time (up to 12 hours) that a student is in a program. These are not expenditures for any particular student--they are prorated FTE expenditures for students who are in part-time programs. The average for all categories was about $5,450 per FTE. For nonhandicapped children in the basic programs, the 1982-83 average expenditure was about $1,860 per FTE.

Florida's special education expenditures for 1982-83 were almost $417 million. General education costs of students in part-time placements are not included in this amount. It is estimated that Federal funds accounted for 8 to 10 percent of these expenditures.

Expenditures in Florida are divided into direct and indirect costs. Direct costs include expenditures for direct services to children. Indirect costs are those that cannot be directly attributed to students, such as principal's salaries; the indirect costs are attributions, based on formulas.

Direct costs are divided into six major categories: (1) salaries; (2) employee benefits; (3) purchased services; (4) materials and supplies; (5) other expenses; and (6) capital outlay (except building and fixed equipment, land, land improvements, and remodeling). For 1982-83, Florida expended over $262 million for the direct costs of exceptional programs. Salaries and employee benefits are prorated to each program when a teacher is assigned students from more than one program. Salaries and benefits to employees were 94 percent of the direct expenditures. Purchased services include amounts paid for personal services rendered by personnel who are not on the payroll of the LEA. For exceptional education, this is used primarily for related services. The largest proportion of purchased services is for physical and occupational therapy.

Direct costs that cannot be directly attributed to a specific program are distributed to all programs. Purchased services, materials and supplies, and capital outlay are prorated based on student FTE. Residual amounts for salaries, benefits and other expenses are prorated based on number of staff. Salaries and benefits, the largest expenditure items of program costs, are the closest line item to "actual expenditures." All categories have some prorated amounts included.

Exclusive of expenditures for part-time gifted programs, learning disabled programs (part-time and full-time) accounted for 33 percent of all direct expenditures, and programs for the mentally retarded (educable and trainable) for 21 percent. The learning disabled were 37 percent of the total FTE served (excluding gifted) in 1982-83 while the mentally retarded were 30 percent. The direct expenditures for part-time programs were almost half (46 percent) of the total direct expenditures excluding the gifted program; part-time placements were 3.3 percent of the total FTE served.

Indirect costs cannot be readily or accurately identified for a program; they are incurred at both the school and district levels, and are attributed on different bases. The cost reporting system is set up to do the prorations for the school districts. For 1982-83, Florida expended approximately $150 million for the indirect costs of exceptional programs.

Expenditure Data by Placement

Rhode Island

Rhode Island maintains data by placement and uses an excess cost formula to provide State aid for special education to LEAs. Four steps are involved in determining LEA entitlements. First, a full-time equivalent (FTE) cost is calculated for each of the special education program placements in each school district. Costs are based on total special education reimbursable and nonreimbursable expenditures. FTE handicapped pupil counts are obtained from State special education census forms. Second, for each LEA, the average district per pupil cost for regular instruction is subtracted from the FTE pupil costs for each of the special education program placements, yielding an FTE pupil excess cost for each placement. Third, a Statewide median FTE excess cost is determined for each of the placements and 110 percent of the median is calculated for each placement. Finally, the total entitlement for an LEA is calculated by multiplying the FTE excess cost for each placement (capped at 110 percent of the median) by the number of FTE students in that particular placement, summing across placements, and subtracting the amount of Federal money received.

Payments by the State are based on financial and census data from two years prior to the year in which the funds are received.

1982-83 expenditures. In addition to special education expenditure data which are maintained by placement, categories of expenditure include support services, social work, and psychological services (see Table 18). Rhode Island's 1982-83 added costs of special education were $51,508,087; it is estimated that 7 percent of these expenditures were Federal dollars. Nearly 65 percent of these expenditures were used for salaries; 21 percent were for purchased services (e.g., tuition, contracts, utilities, etc.); and 13 percent were for employee benefits. It is important to note that on Table 18, all expenditures for out-of-district placements in other Rhode Island LEAs are counted twice. They are included both as services (tuitions) paid by the sending district and as LEA expenditures by the receiving district; thus, the total expenditures presented are somewhat high.

Handicapped children in a regular class placement spend 100 percent of their time in a regular class and most receive no direct personal services from a certified special education professional. Examples of services provided in this placement are consultation to parents and teachers, an aide in the regular class, and Braille books. Children who receive direct personal services include blind children who receive direct service from State teachers of the blind. LEAs incur no cost for these services and would report such children in regular placements. Expenditures for the mildly and moderately handicapped (M/M) are separated from expenditures for the severely, profoundly and multihandicapped (S/P/MH) because different maximum pupil-teacher ratios have been established for the two programs.

Students in the State beneficiary program attend non-public day schools and residential schools. Reported expenditures for students in the beneficiary program represent only the portion of the tuitions paid by the LEAs. The State pays the rest of the expenditures, which are not represented on Table 18. Services for non-public children are primarily resource services provided to parochial school children.

All services which are not directly related to a particular program are considered Support Services. These include special education administration and supervision, clerical expenses, IEP evaluation team related costs, inservice training, child find activities, and legal services. In part-time regular/self-contained and part-time regular/resource room placements, both special education and regular education services are provided in an out-of-district setting. Students in these placements do not require full-time service; their districts send them to other districts for needed services on a tuition basis, and the other districts provide regular education also, rather

TABLE 18

Rhode Island's 1982-83 Added Expenditures by Placement

Placement	Total
Regular class	$ 126,625
Resource program	11,816,386
Self-contained class (M/M)[b/]	15,797,220
Self-contained class (S/P/MH)[c/]	255,171
Self-contained class tuitions (M/M)	639,726
Self-contained class tuitions (S/P/MH)	280,832
Homebound/hospitalized	472,066
Non-public day schools (M/M)	1,097,100
Non-public day schools (S/P/MH)	2,969,717
Non-public day beneficiary	471,416
Residential schools beneficiary	491,953
Residential schools nonbeneficiary	1,537,251
Preschool program (M/M)	1,255,520
Preschool program (S/P/MH)	840,341
Services for non-public children	48,805
Support services	9,024,078
Part-time regular/self-contained (tuition only)	34,652
Part-time regular/resource room (tuition only)	144,440
Social work services	1,362,287
Psychological services	2,842,501
Total special education	$51,508,087
Pupil transportation-special education	$5,652,017

__Notes__: Data is unaudited. (M/M) = mildly and moderately handicapped; (S/P/MH) = severely, profoundly, and multihandicapped.

than transporting the students back to their home districts for a portion of each school day. All expenditures for social work and psychological services are listed under special education because the State believes that most of the clients for these services are handicapped children. If special transportation is on a handicapped student's IEP, then all transportation expenditures for that student are included under Pupil Transportation - Special Education.

The SEA has calculated per pupil expenditures for all educational services, including regular education, special education, and all other programs. In 1982-83, for all students in average daily membership, the expenditures per pupil were $3,058. All of these values exclude Federal monies. Total LEA per pupil expenditures ranged from $2,179 to $5,694. Average FTE special education expenditures for the school districts in Rhode Island for 1982-83 ranged from $4,336 to $21,090. The maximum expenditure was for a district which is a small island, and diseconomies of scale had a major effect on expenditures.

As a part of the special education State aid formula the average FTE excess cost is calculated for each LEA for each special education placement. In these calculations, expenditures for out-of-district tuitions are combined with expenditures for services provided by the LEAs for resource and self-contained placements, making a total of 14 placements. Statewide summary data appear in Table 19. FTE excess costs vary substantially across the State for every type of placement. Reasons for these differences include the great variation in salaries throughout the State and economies of scale.

Massachusetts

In Massachusetts, State aid for local school districts is distributed under an equalizing formula; the formula for State aid is utilized by only a small number of districts. About 300 of the State's 375 LEAs fall under a save or hold harmless provision. The formula is based on a concept of FTE pupil costs multiplied by a weighted value for students requiring extra services. Weights are based on expenditure data available at the time the formula was being developed. Regular day pupils receive a weight of 1.0; all special education students are assigned a weight of 4.0. The number of FTE weighted pupils is summed across programs and multiplied by the Statewide average operating expenditure per regular day pupil in the previous fiscal year. The final component of the formula is a wealth equalization factor. The State pays 60 percent of the tuition for residential placements. This is considered the residential portion of the costs. The remaining 40 percent is assumed to be the instructional portion of the costs, and these expenditures are shared by the State and districts under the formula.

State aid to education in Massachusetts is current year funded. Funds are distributed on the basis of estimates calculated from previous student and expenditure data. Expenditures for transportation are reimbursed one year later. State reimbursement for special education transportation is 40 percent of the previous year's expenditures.

1982-83 expenditures. In Massachusetts, expenditures are maintained by prototypes that represent a continuum of placements. Preschool programs are considered a separate prototype. Within each prototype, expenditure categories include supervision, teaching, textbooks, guidance, psychological services, fixed assets and transportation. State added costs for special education in 1982-83 appear in Table 20.

In modified programs, handicapped students spend the entire time in the regular classroom. The special education component of the program

TABLE 19

Rhode Island's FTE Excess Cost by Placement for 1982-83

Cost Category	Median	110 Percent of Median
Regular class	$ 1,575	$ 1,733
Regular/resource room	9,423	10,365
Regular/self-contained	3,378	3,716
Self-contained (M/M)	3,733	4,106
Self-contained (S/P/MH)	8,162	8,979
Homebound/hospitalized	6,770	7,447
Non-public day schools (M/M)	4,613	5,075
Non-public day schools (S/P/MH)	10,467	11,514
Non-public day beneficiary	2,822	3,104
Residential schools beneficiary	4,698	5,168
Residential schools nonbeneficiary	20,282	22,310
Preschool programs (M/M)	4,245	4,670
Preschool programs (S/P/MH)	11,658	12,824
Services for non-public children	9,484	10,433
Transportation	1,918	2,110

Notes: (M/M) = mildly and moderately handicapped; (S/P/MH) = severely, profoundly, and multihandicapped.

TABLE 20

Massachusetts' Added Expenditures by Prototype and by Expenditure Category for 1982-83
(All expenditures shown in thousands of dollars)

	Expense Category								
Prototype	Total Instruction	Fixed Assets	Total Tuition	Recreation	Health (Non-Public)	Federal	Third Party[a]	Transportation	Total
Modified Program	6,449.1	7.4	61.6	—	0.4	1,115.2	20.7	167.8	7,822.2
Integrated to 25%	57,368.0	56.8	320.9	--	43.0	7,596.7	210.3	945.6	66,541.3
Program 25%-60%	33,765.9	32.0	281.8	--	1.2	5,524.4	63.8	1,122.6	40,791.7
Substantially Separate	61,651.1	54.8	14,935.0	—	3.6	11,138.1	422.4	15,040.8	103,245.8
Day School	1,103.8	2.5	38,379.5	--	1.7	1,390.0	1,281.7	7,686.5	49,845.7
Residential	329.1	0.7	13,104.1	--	—	88.7	1,736.1	508.6	15,767.3
Home/Hospital	2,054.4	1.0	1,123.6	--	0.3	123.5	606.0	386.3	4,297.1
Preschool	5,668.9	4.3	2,637.5	—	0.2	1,727.4	53.1	3,402.7	13,494.1
Recreation	58.6	0.1	18.0	892.5	--	22.7	13.5	360.3	1,365.7
Team Evaluation	16,657.5	2.0	42.7	—	98.5	1,081.7	162.3	—	18,044.7
Screening	2,794.7	0.6	15.2	—	12.7	177.2	18.1	—	3,018.5
Total	187,901.2	162.1	70,922.0	892.5	161.6	29,985.6	4,606.7	38,259.7[b]	332,891.4[c]

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[a] Estimates of payments made by insurance companies.

[b] Includes transportation expenditures to the Department of Mental Health Centers for those under 18 years ($665,700) and over 18 years ($7,972,800).

[c] The total expenditures for each prototype do not sum to this figure due to rounding error.

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consists of modifications of the regular program by the classroom teacher or the provision of related services to the children in the classroom setting. Integrated to 25 percent refers to programs in which handicapped students spend no more than 25 percent of their time out of the regular education program. Program 25 percent to 60 percent designates that handicapped students spend between 25 percent and 60 percent of their time out of the regular education program. If students spend more than 60 percent of their time out of the regular education program, it is considered a substantially separate program. Preschool programs are for children aged three and four. Massachusetts uses separate categories for evaluation and screening activities. The costs of all staff who participate in these activities, except regular education teachers, are based on the portion of their time spent in these activities.

The total instructional expenditures were the largest line item expenditure across prototypes at $187,901,200. The smallest line item categories were for fixed assets and non-public health services, which are primarily evaluation and screening services for non-public school students.

The SEA uses a complex formula to calculate per pupil expenditures for each prototype. These expenditures are calculated by using expenditures for instruction, transportation, pupil services, indirect costs, and tuition. Per pupil expenditures for each prototype are shown in Table 21. Pupil services expenditures are undistributed costs for services such as educational media, principal's office, attendance, food, health, and athletics. Expenditures for these services are allocated on the basis of each prototype's share of the average membership. General administration, administrative support, operation and maintenance, and fixed charges such as employee benefits and rent are considered indirect expenditures. For each prototype, a percentage of the instructional expenditure is used to calculate indirect expenditures. For screening, evaluation, and day school and residential prototypes, per pupil expenditures are calculated by dividing the total of all expenditures by the number of pupils. For all other prototypes, per pupil expenditures are calculated by adding expenditures per headcount and expenditures per pupil regular day.

The per pupil expenditure for modified programs in 1982-83 was $2,792. The more time a pupil spends in a placement the more expensive it is per pupil. Residential placements were the most costly with a per pupil expenditure of $18,338. For screening activities, $42 was expended per pupil, and for evaluation $446 was expended per pupil. The State total per pupil expenditure for all special education was $3,504. In the same year, the per pupil expenditure for all regular day programs was $2,289.

The State has also calculated expenditures per FTE for each of the instructional expenditure categories. State totals are supervision, $471; teaching, $3,965; textbook, $13; guidance, $176; psychological service, $460; and total instruction, $5,085.

TABLE 21

Massachusetts' Total Added Expenditures and Per Pupil Expenditures by Prototype for 1982-83

Prototype	Per Headcount	Per Pupil - Regular Day	Total Per Pupil
Modified programs	$ 685	$2,107	$ 2,792
Integrated program to 25%	$ 958	$2,062	$ 3,020
Integrated program 25%-60%	$ 2,331	$1,421	$ 3,752
Substantially separate	$ 4,488	$ 672	$ 5,160
Day school	NA	NA	$11,819
Residential	NA	NA	$18,338
Home/hospital	$ 1,306	$1,884	$ 3,190
Preschool	$ 3,066	$1,059	$ 4,125
Team evaluation	NA	NA	$ 446
Screening	NA	NA	$ 42
Total	$ 1,797*	$1,707*	$ 3,504*

Note: NA = not applicable.

* These totals exclude day school, residential, screening, and evaluation.

Expenditure Data by Handicapping Condition

Minnesota

In addition to receiving basic foundation aid, the State of Minnesota funds the special education program through a series of six categorical aids. These include aid for salaries of essential personnel, aid for supplies and equipment, aid for contracted services, special pupil aid, aid for summer school, and aid for residential facilities.

1982-83 expenditures. The total added costs of special education for 1982-83 as reported by Minnesota's school districts were $190,957,000. The special education expenditures as reported by the districts include only expenditures for items funded by the State. Not included are locally funded items not reimbursed in the State's funding formula, such as fringe benefits and some transportation costs. Approximately 88 percent of the total reported special education expenditures were funded from State and local funds, nearly 9 percent from P.L. 94-142 funds, 3 percent from summer aid, and less than 1 percent from Federal preschool incentive grants.

The largest line item expenditure, accounting for approximately 91 percent of expenditures, was for personnel. Residential aid was nearly 3 percent; instructional supplies were approximately 1.5 percent, and fixed charges were about 1 percent. The remaining categories averaged less than one percent of total special education expenditures. The highest proportion of personnel expenditures was for teachers. In 1982-83, the proportion of personnel expenditures for teachers was 67.5 or $119,114,000. Nearly 44.1 percent of the money used for teachers was for teachers of learning disabled children. Approximately 17.2 percent was used for teachers of the educable mentally retarded, and 14.3 percent was used for teachers of the speech and language impaired.

Table 22 shows Minnesota's 1982-83 special education expenditures by handicapping condition. The highest total expenditures were for children with specific learning disabilities (approximately 31 percent); this category included almost 45 percent of Minnesota's December, 1982, child count. For the educable mentally retarded, expenditures were nearly 13 percent of the total, and for the trainable mentally retarded, approximately 12.3 percent; mentally retarded students were 24 percent of the State's child count in 1982.

TABLE 22

Minnesota's 1982-83 Added Special Education Expenditures and Percentage of Total Expenditures by Handicapping Condition

Handicapping Condition	Expenditures Dollars (in Thousands)	Expenditures Percent
Speech impaired	18,450	9.7
Educable mentally retarded	24,339	12.7
Trainable mentally retarded	23,474	12.3
Physically handicapped	6,280	3.3
Hearing impaired	4,710	2.5
Visually impaired	1,305	.7
Specific learning disability	58,779	30.8
Specific learning behavior problem-delinquent	3,033	1.6
Emotionally disturbed	15,130	7.9
Preschool	7,745	4.1
Other essential personnel	26,682	14.0
Autistic	1,016	.5
Other	14	.0
Total	190,957	100.0

Expenditure Data by Line Item

Kansas

The Kansas special education formula is a resource-based formula with an excess cost factor, which is assumed but not incorporated in State law. State law provides reimbursement for 80 percent of special education transportation, 80 percent of special education teachers' travel expenses, 80 percent of away from home maintenance, not to exceed $600, and the proportion of teacher units in the district or coop based on the total number of teacher units in the State, after the above costs have been reimbursed. Since FY 76, the State has limited the number of dollars per teacher unit that could be reimbursed. A special education teaching unit is one FTE teacher or two FTE aides; teachers must be certified to qualify for reimbursement. The salaries of teachers in excess of the State pupil/teacher ratios are not reimbursable.

From 1980 to 1983, the Kansas legislature increased the amount of special education aid to a level equal to the estimated "excess costs" of special education on a Statewide basis. Funding is based on the total amount appropriated, however. Excess costs are considered to be special education expenditures above the Statewide average amount budgeted per pupil in the district's general fund; this excess cost approach is not written into law.

The "excess costs" of special education are calculated by estimating the total expenditures of school districts for the next fiscal year and then subtracting the following items: (1) the estimated State average cost per regular pupil multiplied by the estimated FTE special education enrollment; (2) anticipated payments by the Department of Social and Rehabilitation Services to school districts from State and Federal funds for special education services provided to residents of State institutions; and (3) anticipated Federal aid for special education. From this is subtracted transportation and maintenance components and then the remaining dollars are divided by the estimated number of FTE teaching units. For 1982-83, the legislature decided to pay 96 percent of excess costs.

1982-83 expenditures. The main breakdowns for the added costs of special education are administration, instruction, transportation, operation of plant, maintenance of plant, fixed charges, capital outlay and other. Some units do not report the various indirect costs, because they are so small or so difficult to compute and the totals for these items are probably too low. Note that all expenditures include expenditures for gifted programs (see Table 23). Approximately 78 percent of the local expenditures for special education in Kansas were for instruction; 8 percent were for transportation, and 3 percent were for administration. The remaining expenditures accounted for approximately 11 percent. These are expenditures of the special education units only and do not include State administrative expenditures or the expenditures of the State schools. Federal dollars, it is estimated, made up approximately 9 percent of these expenditures.

Every year an average per pupil cost for a "regular pupil" is calculated for funding purposes; this was $2,568 for the 1983-84 distribution based on 1982-83 expenditures. Special education per pupil expenditures for 1982-83 were $5,969, over twice the regular per pupil expenditures.

North Carolina

State aid for special education in North Carolina is provided through nine different categorical funding mechanisms. These include (1) State aid for exceptional children; (2) out-of-district placement; (3) developmental day centers; (4) community residential centers; (5) group home placements; (6) special regional allotments; (7) State-arranged staff development funds; (8) Willie M. funds for the severely emotionally handicapped (a court case on behalf of a student, Willie M., was the basis for this program); and (9) transportation. All of these funds are in addition to monies received through the general education formula for which special education students also generate dollars. All of the mechanisms except for State aid for exceptional children, Willie M., and transportation are allocated from a special reserve fund.

TABLE 23

Kansas' Added Special Education Expenditures for 1982-83

Category	Amount
Administration	$ 3,313,888
Instruction	92,788,632
Transportation	9,094,338
Operation of Plant	1,286,314
Maintenance of Plant	133,903
Fixed Charges	9,592,975
Capital Outlay	716,004
Miscellaneous	1,857,946
Total	$118,784,000
Cost per Pupil	$5,969

General education funding is based on a combination of projected average daily membership (ADM) and other categorical allotments. For special education, central office and school-based costs of administration, clerical support, instruction (for mainstreamed children), instructional support services, plant operations, textbooks, supplies and materials, and other general costs are expected to be funded from the "regular allotments" even if these costs are directly related to exceptional education students. The State categorical funds allocated to serve exceptional children are intended to provide for the additional costs of special education programs beyond the regular program costs. There is a list of allowable expenditures for these allocations.

The largest part of the excess cost funding for special education comes from the State aid for exceptional children fund. These funds are to be allocated as a flat grant based on a headcount of exceptional children receiving services or identified as needing services but not yet served. There are "expectancy norms" for each handicapping condition which are percentages of the total population of children. In each LEA, the total population of eligible handicapped children for allocation purposes may not exceed 12.5 percent, and academically gifted may not exceed 3.9 percent. If a district's headcount is over the expectancy norms for a particular condition, no State aid for exceptional children funds are received for the average. There are also pupil/teacher ratios for each handicapping condition.

This funding formula has been in place since the 1980-81 school year. However, implementation of the formula has changed several times over the past few years, as the SEA determined that the headcount formula would have created too much change for many school districts and would have resulted in severe disruption in programs for exceptional children. A hold harmless provision was instituted so that every LEA was funded at a level no less than that provided for 1979-80. About 80 percent of the districts fall under the hold harmless provision. Any State appropriation in excess of the level of support provided for the 1979-80 fiscal year was to be allocated according to the formula, but this will not occur until 1984-85; funding has been at the same level since 1980-81. In June 1983, the State legislature extended use of the hold harmless provision for the 1983-84 school year. In 1984-85, only the headcount formula is to be used.

The total State and Federal allocation for the handicapped may not exceed 100 percent of the regular per pupil State allocation. Money received under this funding formula must be used exclusively to provide special education and/or related services to exceptional students. There are no separate emergency funds for unforeseen circumstances. The other categorical funds are provided only on an as-needed basis;

these include funds for out-of-district placements, developmental day center placements, community residential center placements, group home placements, regional personnel serving children from more than one school district, and State-arranged staff development.

1982-83 expenditures. LEAs are required to submit expenditure data from State funds on a monthly basis by purpose, object, and program. For local expenditure data, the State requires only annual reports by purpose and object. The 1982-83 expenditures for special instructional programs by source and object are presented in Table 24. These numbers are actual expenditures and have not been prorated in any way. They are added expenditures for direct services to students, and they do not include any administrative expenditures, indirect costs (e.g., benefits), or salaries for related services (e.g., physical therapists). Thus, they are only a portion of total added special education expenditures for the State. Purchased services are funds spent for the services of personnel not on the district payroll. "Other Objects" is a miscellaneous category and includes items such as liability insurance and purchase for inventory. Salaries and employee benefits accounted for 92 percent of special instructional program expenditures in North Carolina in 1982-83. Of the reported expenditures for special education programs, Federal monies were approximately 43 percent.

For 1982-83, the Director of Transportation determined transportation expenditures from all sources for special education students. The total special education transportation expenditures were $24,915,642. The transportation expenditures for special education were 33 percent of the total transportation expenditures of the State. The largest proportion of dollars spent on special education (61 percent) was for pupils on regular buses and city contracts. Per pupil costs were greatest for pupils transported by special contract and least for students transported on regular buses and with city contracts.

Expenditure Data by Activity

Washington

Washington State provides support for special education through a formula procedure. During the past several years this formula has been modified to include or exclude pupils with certain handicapping conditions based on the funding structure. In the 1982-83 school year, a part categorical/part block grant was operational.

TABLE 24

North Carolina's Current Expense Expenditures for Regular and Special Instructional Programs 1982-83

Descriptions	State	Federal	Local	Total
Regular Instructional Programs				
Salaries	$729,156,015	$ 2,213,427	$ 95,258,318	$826,627,760
Employee Benefits				
Purchased Services	410,588	8,985	3,290,543	3,710,117
Supplies and Materials	26,782,364	18,363	16,485,476	43,286,203
Instructional Equipment	25,598	8,947	1,520,633	1,555,179
Other Objects	185,644		263,861	449,504
Purpose Subtotal	756,560,209	2,249,723	116,818,831	875,628,763
Special Instructional Programs				
Salaries	89,972,768	72,548,872	9,056,172	171,577,812
Employee Benefits		4,203		4,203
Purchased Services	2,901,846	1,925,085	1,179,199	6,006,130
Supplies and Materials	1,584,311	2,037,118	648,270	4,269,699
Instructional Equipment	669,742	3,497,470	120,342	4,287,554
Other Objects	7,104	41,217	13,881	62,202
Purpose Subtotal	95,135,771	80,053,965	11,017,864	186,207,601

Note: These are added expenditures for only direct services to students.

To determine an LEA's or ESD's (Educational Service District) allocation involves many steps. The State has developed a matrix of expected percentages of students of each of 11 handicapping conditions at each of five severity levels. The State matrix apportioning severities does not necessarily represent the actual severity distribution in a particular LEA. For example, for pupils identified as deaf, the State assumes that 65 percent are students with severe educational delays, 24 percent are students with substantial educational delays, 10 percent are students with significant educational delays, and 1 percent have mild educational delays. Each district classifies its handicapped pupils into one of 11 (in 1982-83) handicap categories. Special education students are then assigned by a formula to five funding groups on the basis of the severity of their handicaps. The second step involves multiplying the number of children in the LEA who have been identified in each handicapping condition by the values in the State severity matrix. Third, the number of pupils in each severity class for the district is totaled.

Next, formula staff units are generated according to a student/staff ratio for each severity class which has been determined by the legislature. This step is repeated for each severity class for formula staff, assessment staff units, administrative units, aides, and secretaries. The end product of this step is a total of formula-generated certified units (teachers) and a total of formula classified units (aides) for an LEA. The total of formula certified units is then multiplied by a State-determined, LEA-specific base salary and staff mix factor which takes into account staff education and experience. The total for the formula classified units is multiplied by an LEA-specific annual salary. Factors for fringe benefits are also calculated.

Finally, LEAs receive an allocation for nonemployee related costs, insurance benefits, and substitute teachers. These latter allocations are based upon multiplying State flat grants (a grant for a specified amount to be allocated to each student served) by either FTE handicapped pupils or FTE teachers. The result of this formula is a total handicapped allocation.

In 1982-83, students identified as seriously behaviorally disabled, specific learning disabled, and communications disordered were not funded under this formula. They received funds under a larger block grant program which also included programs for bilingual, gifted, urban, and rural racially disadvantaged, and remediation. The block grant was allocated on the basis of a two part formula. One-third of the total block-grant funding was distributed among districts on the basis of a district's average FTE adjusted by the ratio of its average certified salary to the State average certified salary. The remaining allocation was based on the previous year's distribution.

1982-83 expenditures. In 1982-83 the combined State and local direct expenditures for special education activities were $128,160,615 (see Table 25). This amount includes programs of both LEAs and ESDs; the activities are direct services to handicapped children or services to aid teaching or improve the quality of teaching. Teaching accounted for 71 percent of the expenditures, and supervisor-instruction for an additional 6 percent. Guidance and counseling accounted for 1 percent, psychology-speech-hearing for 15 percent, and health services for 2 percent. Salaries and benefits for certificated and classified staff alone accounted for 91 percent of the total expenditures. Approximately 11 percent of these expenditures were supported by Federal funds.

TABLE 25

Washington's State and Local Special Education Expenditures by Activity for 1982-83

Activity	Total
Supervision-instruction	8,323,827
Learning resources	63,945
Principals	703,714
Guidance and counseling	1,414,407
Psychology-speech-hearing	19,385,926
Health services	2,498,013
Teaching	91,599,370
Payments to other districts	4,117,487
In-lieu-of transportation	0
Field trips, etc.	53,927
Rentals	0
Totals	128,160,615

The State routinely calculates expenditures for the basic program per FTE and expenditures for State and local special education expenditures per FTE. In 1982-83, the average special education program expenditure was $6,233 per FTE while the average basic program expenditure was $3,100.

Conclusions

Data Availability

The data presented for each of the States studied show that available special education expenditure data varied significantly by State; some States had more data available than others. No State had prepared data by all desired expenditure breakdowns, i.e., age, grade, handicapping condition, and placement for the 1982-83 school year.

The States visited generally did not include in their special education expenditure data the portion of their regular education expenditures used to provide education to handicapped students. Thus, the amount States spend to provide special education services was available, but the expense of educating a handicapped student who participates in a regular class was generally not available.

All of the States visited had collected some direct expenditure data for special education for 1982-83. However, the definition of direct expenditures differed by State. Determining the indirect expenditures for special education, such as administrative time and expenditures for building space, was more difficult for the study States. The States which did collect data on indirect special education expenditures used proration to calculate these expenditures.

While all of the States could calculate their Federal shares of expenditures, only one State calculated its separate local and State shares of special education expenditures. States often have difficulty calculating separate shares because State and local revenues are typically combined into a general fund; it is, therefore, difficult for the local units and the SEAs to determine which special education expenditures are State expenditures and which are local expenditures. The fact that general education revenues are often used for special education further complicates these calculations.

Only four of the States could supply total related service expenditures for children in special education classes. No State compiled expenditures for each related service separately, although a number of States could provide expenditures for a few related services such as occupational therapy, physical therapy, psychological services, and social services. Related services often were not distinguished from special education by the local school districts because they assumed that the services were part of special education.

The availability of expenditure data on special education in the States visited was related to several factors at the State level. These were the State's special education funding formula; the structure of special education in the State; the purposes for which the SEAs use the data; and the sophistication of the State's data collection system.

Data Problems and Limitations

The extant expenditure data found in these States present a number of problems and limitations for fully satisfying the Congressional mandate for special education expenditure data stipulated in Section 618 as amended in the study of P.L. 98-199. Most of the problems and limitations were a function of State data requirements and data collection procedures. First, expenditure data submitted by local units to the State may be actual or estimated. When estimation is required, the State may stipulate how to determine specific line item expenditures. However, the estimated data may in fact bear little relationship to actual expenditures. Where no estimation procedure is specified by the State, local units within the same State may use different methods to estimate their expenditures for the same line items. This situation led to confusion at the State level and to data inconsistency.

A second and related problem is that the relationship between expenditure data and delivered services varies within and across States. The actual services children are receiving in school cannot be determined from State expenditure data, since data are often aggregated across services. Third, State definitions and interpretations of "special education" and "related services" differ. At both the State and local levels, distinguishing between handicapped expenditures and special education expenditures may be difficult, as some States include gifted programs in their special education expenditure. For related services, there is considerable variability among States and within States regarding responsibility for the provision of special services, particularly medical services.

A fourth problem is the availability of per pupil expenditure data. Some States maintain per pupil expenditures, while other States maintain their data on an FTE basis. Most States could provide one or the other calculation but not both. This makes comparisons among States difficult using extant data. A temptation exists, given that total expenditure data is available by handicapping condition or placement, to calculate expenditures per pupil per FTE. The States visited cautioned against such gross divisions because differences in service levels, prevalence rates for handicapping conditions, and severity of handicap would be masked in such calculations. Fifth, there is also a vast difference in classification and placement practices across States, compounding the problems of comparison across States. Some States classify handicapping conditions differently from others. Also, policies exist in some States to serve children with different handicapping conditions in the same classroom.

There are also data problems and limitations that are the function of local finance procedures and local education policy. The reliability of the data varies from local unit to local unit in each State. In general, the incentive for accurate reporting by local units increased if the results were connected to State aid allocations.

The Congressionally mandated study of special education expenditures will need to address all of these problems and limitations of extant State level expenditure data. SEP has contracted with Decision Resources Corporation to undertake a National survey to obtain comparable expenditure data. The data will be obtained from a sample of 60 school districts in 18 States chosen to provide Nationally representative estimates. To overcome the data problems and limitations noted above, Decision Resources will use an "ingredients approach" to determine per pupil costs for special education; that is, costs for each service will be determined, and these costs will be aggregated to provide per pupil averages by handicapping condition, placement, and age.

Technical Assistance to States

Section 617 of EHA-B requires the Department to provide technical assistance to States to help them implement the provisions of the Act. Over the years, technical assistance has been provided by SEP staff as well as indirectly through discretionary contracts and grants. The primary mechanism for providing technical assistance has been the Regional Resource Center (RRC) Program within the Division of Assistance to States (DAS).

The Regional Resource Centers

The Regional Resource Center (RRC) Program, authorized by Section 621 of Part C of the EHA, now supports six regional centers that help

SEAs and LEAs develop quality programs and services for handicapped children. The Centers are located throughout the country, with each RRC serving an average of nine States.

DAS staff work closely with the RRCs to develop technical assistance activities and provide cross-State and cross-regional assistance, as well as assistance targeted to the needs of individual States. Drawing on the wide scope of information available to SEP, the RRCs deliver assistance based on identified State and regional needs.

DAS and the RRCs have identified six principal areas in which States have identified the need for technical assistance. These areas of need were addressed by the RRCs during the 1983-84 school year and will continue to be priority areas in 1984-85. They are the following:

- Comprehensive services for handicapped adolescents and young adults--50 States identified a need for integration of education, health, and rehabilitation services for adolescents and young adults;
- Special education program development and evaluation--39 States identified a need to intensify State and local efforts to monitor, develop, and evaluate the quality of programs;
- Special education applications of technology--32 States identified a need to enhance State and local efforts to use technology efficiently in program administration and instructional delivery;
- Parent/community-based services for handicapped persons--30 States identified a need to promote integrated service systems in the community through the active involvement of parents and professionals in the special education service delivery system;
- Placement alternatives--26 States identified a need to continue to explore programming options for severely handicapped students in less restrictive environments and to address interagency issues for program development and improvement; and
- Comprehensive services for special populations--19 States identified a need to improve the quality of services for preschool and seriously emotionally disturbed handicapped children.

In addition to the 6 RRCs, DAS administers a project for Technical Assistance Systems Coordination. This project provides a system for coordinated planning and development of program assistance across RRCs and for the delivery of program assistance to States across regions.

Other Technical Assistance Efforts

DAS administers another project that plays an integral part in helping SEP provide technical assistance to States. This contract, Project Forum, awarded to the National Association of State Directors of Special Education (NASDSE), provides technical assistance to States by analyzing and reporting on important special education issues and practices in SEAs and LEAs. SEP considers these analyses when they identify State and local educational agency technical assistance needs. The project has also established a communication network of SEAs and LEAs that gives SEP timely feedback about current and emerging trends in special education.

The Division of Innovation and Development (DID) administers the Technical Assistance for the Early Childhood State Plan Program project. This project provides training and technical assistance to assist each State in developing and implementing a plan for the comprehensive delivery of services to young handicapped children and their families. It also provides technical assistance to increase awareness among States and others regarding proven program models and other information necessary to design comprehensive service systems for young handicapped children. In addition, the project seeks to assist States in addressing common unresolved concerns and issues about comprehensive early childhood education service delivery.

Another project administered by DID, the Helen Keller Technical Assistance Center, provides technical assistance to SEAs and other agencies to facilitate the transition of deaf-blind youth from education to postsecondary services such as vocational training and independent living. The project is identifying current exemplary practices to promote and facilitate interagency cooperation among State and private agencies and is supporting efforts to disseminate these practices to other programs.

A project administered by the Division of Educational Services (DES), the Center for Special Education Technology Information Exchange serves SEA and LEA administrators, special educators, and parents. The Center provides an information exchange that promotes the systematic collection and transfer of information about technological advances and applications. The Center also organizes and provides a specialized information base that provides search and synthesis services on emerging technology research, application, and implementation issues.

SEP Review of State Programs

The program review process has two parts--review of plans submitted by States for use of their EHA-B State Grant Program funds and monitoring to assure adherence to State Plans.

State Plan Review

The *Sixth Annual Report to Congress* described SEP's review of FY 84-86 State Plans. Although all State Plans were approved for FY 84 funding under EHA-B, 21 States received conditional approval only, with the proviso that areas of the State Plan found inconsistent with EHA-B or implementing regulations would be corrected or modified. These changes were submitted, reviewed and approved by September, 1984, and these 21 State Plans were approved for FY 85 and FY 86 funding.

Of the 21 States, 6 revised their statutes or regulations which had been submitted as part of their State Plans under EHA-B in order to make them consistent with Federal requirements. Twelve States revised or modified their due process procedures by changing the reviewing official at a State level due process hearing. Two States added to or improved their personnel development systems, and one State developed acceptable procedures to ensure equitable EHA-B services to private school handicapped children. New Mexico submitted a State Plan under EHA-B for the first time in FY 84. Thus, in addition to receiving revised State Plans, SEP reviewed and approved the New Mexico State Plan.

SEP Monitoring

Staff in the SEP Division of Assistance to States continued the monitoring process begun in FY 83 and described in the *Sixth Annual Report to Congress*. It is an ongoing process that includes the collection of data and information prior to the Program Administrative Review visits, an on-site review of documentation at the SEA and other State agencies, and post-site analysis of the documentation and any additional information pertinent to the administration and implementation of EHA-B.

Table 26 presents the areas of noncompliance identified in the 13 States visited during FY 84 and Table 27 provides more detailed information regarding the specific problems identified related to each EHA-B requirement. As reported in 1984, when areas of noncompliance are identified, the State prepares a Voluntary Implementation Plan

TABLE 26

Frequency of Noncompliance with EHA-B Requirements Identified in Thirteen Program Reviews Conducted During 1984

Requirement/ Element	Number of States Cited	Percent of States Cited (n=13)
State advisory panel	6	46
Complaint management system	6	46
Monitoring	7	53
General supervision	10	76
LEA applications	9	69
Individualized education program	1	7
Procedural safeguards	4	30
Least restrictive environment	2	15
Comprehensive system of personnel development	1	7
Participation of private school children	2	15
Placement in private schools	1	7
State-operated/supported programs	3	23

which is reviewed by SEP, then closely monitored until the State has submitted sufficient documentation to assure that the changes have been made.

The process of SEP program review monitoring has been periodically examined and revised since the implementation of the EHA-B. In 1984, internal SEP concerns supplemented by questions from the Congress resulted in an intensive analysis of monitoring procedures that may lead to certain revisions in the process. Any revisions that result from this review of the SEP monitoring process will be described in subsequent reports to the Congress.

TABLE 27

Specific Areas of Noncompliance with EHA-B Requirements Identified in Thirteen Program Reviews Conducted in 1984

Requirement	No. of States*	Examples of Areas of Noncompliance
State Advisory Panel	6	All Panel meetings and agenda items are not publicly announced. Findings and decisions of due process hearings are not submitted to the Panel.
Complaint Management System	6	Right to register a complaint against the State is missing. Right of the State to carry out an off-site investigation if necessary is missing. Confusion exists as to when a hearing is the appropriate process rather than the use of the State complaint system. Timelines not adhered to. Lack of written procedures for the receipt and resolution of complaints.
Monitoring	7	All EHA-B requirements not monitored. Definitive procedures for the correction of all identified deficiencies not implemented. Private schools not monitored. No procedures for monitoring out-of-State programs where handicapped children are placed by public agencies.
General Supervision	10	Interagency Agreement not enforced. Lack of SEA monitoring of correctional facilities. EHA-B requirements not implemented in Youth in Custody facilities.

Table 27 (continued)

Requirement	No. of States*	Areas of Noncompliance
		Parents of adjudicated/incarcerated handicapped youth must pay for educational programs.
		Programs in State-operated facilities did not meet State education standards.
		Due process procedures not available to individuals in correctional centers.
		SEA does not supervise Adult Corrections education programs or those in private schools.
LEA Applications	9	Insufficient policies/procedures required to be submitted by LEAs in applications for EHA-B funds.
		Consultation requirement lacking.
		SEA approved LEA applications which did not meet Federal requirements of 34 CFR 300.220 - 238 and 76.656.
Individualized Education Program (IEP)	1	Two State Operated Programs (SOPs) and one LEA did not meet the short term instructional objectives standard or the preplacement IEP content standards (written before placement).
Procedural Safeguards	4	SEA does not monitor timelines for due process hearings.
		LEA results of due process hearings not submitted to SEA to consider when approving applications.
		Surrogate parents not appointed in State Operated Programs (SOPs).
		Prior notice to parents did not include due process rights of parents of children in SOPs or out-of-State placements.

Table 27 (continued)

Requirement	No. of States*	Areas of Noncompliance
		Timelines for final decision not met.
Least Restrictive Environment (LRE)	2	No documentation to support that placements are made in conformity with LRE standards. Full continuum of services not implemented.
Comprehensive System of Personnel Development (CSPD)	1	No data regarding preservice or inservice needs within the State. Dissemination/adoption requirements not met adequately.
Participation of Private School Children	2	Consultation requirement not met. Specific items in EDGAR requirements (76.652 and 76.656) not included in submitted application.
Placement in Private Schools	1	No notification to parents of due process hearings.
State-Operated or Supported Programs	3	Inaccurate ADA count. "Space available" used for SOP transfers. Incomplete assessments made before placement. Lack of surrogate parent program. Applications do not ensure the "participation in development" standards.

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* Although more than one State may be cited for a particular requirement, not all States exhibit each area of noncompliance.

Efforts to Assess and Assure the Effectiveness of Programs Educating Handicapped Children

Section 601(c) of the Education of the Handicapped Act (EHA), states, "it is the purpose of this Act...to assess and assure the effectiveness of efforts to educate handicapped children." Section 618 of the EHA-B as amended by P.L. 94-142, specified that "the (Secretary) shall measure and evaluate the impact of programs authorized under this part and the effectiveness of State efforts to assure the free appropriate public education of all handicapped children" (20 U.S.C. §1418(a)). In carrying out those responsibilities, the Secretary was required to "conduct, directly or by grant or contract, such studies, investigations, and evaluations as are necessary" (20 U.S.C. §1418(b)), and to "update at least annually, programmatic information concerning programs and projects assisted under (EHA-B) and other Federal programs supporting the education of handicapped children, and such information from State and local educational agencies and other appropriate sources necessary for the implementation of this part...." (20 U.S.C. §1418(b)(1)). The Education of the Handicapped Act Amendments of 1983, P.L. 98-199, have, in a number of respects, modified those reporting requirements. The information required by these amendments will be provided in future reports as data become available.

Past annual reports have focused on the Federal effort to evaluate the impact of special education and related services being provided to handicapped children. This year's report continues to describe the Federal effort but, like the Sixth Annual Report to Congress, also reports State and local evaluation efforts in order to provide Congress with more comprehensive information about the impact and effectiveness of policies, procedures, and programs designed to provide a free appropriate education for all handicapped children.

This chapter describes evaluation efforts at the Federal level, including three recently funded activities which were required by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199. In addition, the chapter describes a number of evaluation activities at the State and local levels that have been completed or are presently underway.

Federal Evaluation Efforts

The implementation of P.L. 94-142 was accompanied by the expectation that special education and related services provided to handicapped children in our Nation's schools would improve significantly. The Congress recognized that those who are responsible for implementation need accurate and timely information on the States' progress toward achieving the goals of EHA and on successful practices at the Federal, State, and local levels. For this reason, Section 618 of EHA-B authorized studies to evaluate States' efforts to provide a free appropriate public education to all handicapped children, and mandated that the results of these studies be reported to Congress.

Since 1976, when evaluation studies were first supported, a total of 27 special studies have been conducted using a variety of approaches. Several of the original studies were designed to examine the States' abilities to respond to the reporting requirements of Part B of the Act. In the following years, a number of studies focused on the overall effectiveness of implementation efforts. Others examined specific issues designed to increase the understanding of implementation. Research methodology ranged from surveys to case studies.

Some examples demonstrate the variation in methodology and scope of the studies conducted over the years: one National survey studied the nature and quality of individualized education programs (IEPs); another in-depth case study examined implementation progress and problems in 18 local school districts over a period of 5 years; five case studies investigated the impact of Part B on individual handicapped children and their families; and one study examined implementation of the least restrictive environment provision of the Act. Appendix 4 provides a summary of these and other Federal evaluation activities supported by funds under the Handicapped Special Studies program since 1976.

Last year, Congress identified a need to look beyond implementation, toward impact; to look beyond the numbers served, toward the effectiveness and costs of services. In order to increase the availability of in-depth data on impact and effectiveness, which is so crucial to program improvement at the Federal, State and local levels, Congress authorized three new evaluation activities in the Education of the Handicapped Act Amendments of 1983 (P.L. 98-199): a cooperative evaluation program between State educational agencies and the Office of Special Education Programs; a survey of expenditures for special education and related services; and a longitudinal study of secondary and postsecondary handicapped students. The sections that follow describe each of these new evaluation activities.

State Educational Agency/Federal Evaluation Studies Program

To complement the Federal evaluation studies, Congress last year authorized the Secretary of Education to enter into cooperative agreements with State educational agencies to assess the impact and effectiveness of programs for handicapped students. The studies funded under this program, which collectively represent a variety of methodologies, have the potential to corroborate each other's evidence regarding the impact and effectiveness of programs and services for handicapped children and their families.

For FY 84, approximately $1,400,000 was available to support 11 projects under this program. Federal funds paid for up to 60 percent of the total cost of the studies, with the State educational agency required to contribute the remaining 40 percent of the cost. Among the studies funded, States proposed to examine a broad array of topics.

- Service for the Learning Disabled is the focus of five studies (California, the District of Columbia, Ilinois, Minnesota, and Washington). Issues to be examined include the effectiveness of alternative functioning student study team models; identification of alternative remedial delivery systems and the numbers of students who could be successfully served; methods used to determine the appropriate settings and interventions for students when various handicapping conditions are suspected; implications of different placement criteria and service delivery approaches; assessment of student progress and the relationship to postschool success by program option; and the impact of alternate discrepancy formulas for identifying and evaluating children for placement in relation to available educational options.

- Placement of Emotionally Maladjusted Children in out-of-district private facilities and their return to local school districts is under examination in Connecticut. Issues include the relationship between school program characteristics and student characteristics; the characteristics of public and private school programs that facilitate the return of emotionally maladjusted students to local school districts; and the cost effectiveness of placement in out-of-district private facilities vs. local school districts.

- Related Services is the subject of evaluation in Hawaii. Issues include contextual factors that affect related services; frequency and percentage of students served by handicapping condition; frequency and cost of related services; and identification and solution of related service implementation problems.

- Early Education Programs for Handicapped Children are under evaluation in Louisiana. The study will assess the success factors and program outcomes of Statewide early childhood programs.

- Local Educational Agency Independent Program Evaluations are being examined and aggregated in Massachusetts. The local level information, when analyzed, will provide a Statewide perspective and evaluation data base for future longitudinal study of program effectiveness.

- Secondary Programming for Mildly Handicapped Students in New York is being assessed by examining the impact of curriculum and special education services upon student achievement.

- Small, Rural and Medium-Sized School Districts are under examination in Oregon and Alaska to identify cost efficient approaches for delivering effective special education and related services.

Each of the individual studies funded under this program in FY 84 is described in Appendix 5.

Survey of Expenditures for Special Education and Related Services

SEP awarded a 3 year contract in September, 1984, to Decision Resources Corporation to survey and report on expenditures for special education and related services at the State and local levels. The project will provide SEP with detailed expenditure data and will provide SEAs and LEAs with expenditure data for use in program planning and budgeting. Data will be obtained and reported on 1984-85 per pupil expenditures for children in special education programs: (1) by Federally defined handicapping condition; (2) by Federal age categories; (3) by major special education delivery systems--resource room, itinerant services, special schools, etc.; (4) for special education programs and related services; and (5) by source of funding.

Data will be collected on-site from 60 local educational agencies and approximately 18 SEAs. Throughout the 3 year project, State and local data collection and analysis capacity will be built. This will include developing and delivering microcomputer-based programs for future use by participating SEAs and LEAs in planning, budgeting, and reporting special education and related service expenditures. The staff training and consultation necessary to implement these procedures will be provided. The project will produce a series of reports on various aspects of expenditures for special education and related services.

Longitudinal Study of Secondary and Postsecondary Handicapped Students

Section 8 of P.L. 98-199 directed the Secretary of Education to conduct a longitudinal study of a sample of handicapped students as part of the mandated evaluation effort to assess the impact of P.L. 94-142. Due to the complexity of sampling, measurement, data collection, and analysis issues related to designing and implementing a 5 year longitudinal study, a 1 year planning contract was awarded to SRI International in September 1984. During this year, the contractor will develop a conceptual framework, alternative study design plans, a site selection plan, student sampling plan, instrumentation, data collection procedures, data analysis and reporting plan, and field test the overall project design and methodology. At the conclusion of this planning year, a contract will be awarded to implement the longitudinal study design.

Approaches Being Implemented for State and Local Evaluation Efforts

In addition to studies sponsored by the SEA/Federal Evaluation Studies Program, States are engaged in a variety of activities to evaluate the impact and effectiveness of the special education and related services they provide to handicapped children. Characteristic of these efforts are evaluation studies directed by the SEA at the State level and program evaluations conducted at the local level by intermediate educational units and LEAs. Evaluation studies performed by SEA staff or contractors, although generally more expensive than local studies, are often used when the study topic requires Statewide information, a concentration of specialized resources, or evaluation by external personnel. This type of study is particularly advantageous when a critical problem needs to be highlighted or when an issue cuts across school districts--for example, the efficacy of alternative service delivery models.

Local program evaluations performed by local personnel, for which the SEA often provides impetus, technical assistance, and incentives, have their own advantages. LEAs gain information they need to validate and improve their programs and demonstrate program efficacy to school boards, government agencies, and others. Many evaluation topics are most effectively studied by local personnel who are familiar with the program under study and thus are in the best position to ask precise questions, insightfully interpret findings and effectively implement program improvements.

Minnesota, North Carolina, and Florida, which have implemented or are currently developing evaluation programs, are utilizing the State and local evaluation approaches described above. Selected evaluation activities supported by these States are described in the following sections. These examples are not intended to describe all the evaluation activities under way in these States, but rather to illustrate how varied State approaches are being implemented.

Minnesota Evaluation Efforts--Research and Data Analysis Evaluation Grants

For the last two years, the Minnesota Department of Education has been engaged in a series of activities to improve the quality of information on the effectiveness of special education and related services provided to handicapped children in the State. A major impetus for these activities was an inquiry by the State legislature regarding the effectiveness of special education and the benefits received for the dollars spent. As an initial response to this inquiry, in 1983 the SEA developed a report, entitled "The Effectiveness of Special Education," which reviewed the methods and findings of selected evaluation studies conducted in Minnesota as well as Nationally, assessed their strengths and limitations, and recommended strategies for the State to consider in structuring a future evaluation program. This report led to the SEA's current goal for special education effectiveness evaluation: the measurement of student change.

To achieve its goal of measuring student change, the SEA in 1983 designed a grant program to fund new research studies and analyses of existing data. Because measurement of student change would be facilitated by the consistent assignment of children to the categories of exceptionality to be measured, the SEA also placed major emphasis on its ongoing efforts to improve the consistency of criteria used for determining eligibility for special education and related services within each of the State's 246 school districts. Each of these activities is described briefly below.

Research and data analysis grants. Using a competitive process, the SEA awarded EHA-B State Grant Program set aside funds to school districts, Minnesota colleges and universities, and other organizations to analyze existing data and to conduct new research studies. Funds for conducting research were awarded in four priority areas as determined by the SEA, local directors of special education, and the State Special Education Advisory Council. Nine research grants were awarded this year. An example of research being performed under this program is a study of learning retention over the summer months. Using standardized tests, the study is comparing the retention of EMR summer students with nonhandicapped students, and with EMR students not enrolled in summer school. Using tests specifically designed for this study, four techniques for testing retention for all three groups of students will also be compared.

Four data analysis grants were also awarded this year. The purpose of these analyses is to determine trends in the delivery of services to handicapped children in Minnesota public schools. For example, one of these projects is developing a computerized information system to record the number of hearing impaired students in four special educational cooperatives. The project is examining existing audiometric records to determine the degree and type of hearing aids and audiology training equipment, and the recommendations of the audiologist and hearing consultants. The ongoing data collection will assist in identifying trends and areas of need, as well as helping to monitor service delivery. The SEA anticipates that data from such analyses will provide a basis for future evaluation and research studies.

Development of consistent eligibility criteria. Each local district in the State is required to establish special education eligibility criteria for each of the State's 14 handicap categories. The SEA is providing assistance and feedback to the LEAs and developing a set of recommended criteria. Districts may develop their own criteria or may elect to adopt those recommended by the SEA. By the end of the 1984-85 school year, the local districts and the SEA will have developed criteria for all categories.

As more homogeneous student groups are created by the use of the new eligibility criteria, it is expected that priorities for research grants will become more topical; for example, if it is discovered that unexpectedly high numbers of children are being identified in a certain handicap category, or if there is a great deal of variation among districts in defining that category, research grants will be directed toward that category and specific related topics will be addressed. The SEA's current effort to develop more consistent eligibility criteria is building a base for future evaluation efforts and providing an avenue to the discovery of program problems. The SEA anticipates that improved standardization of eligibility criteria will facilitate the comparability of study findings, contributing in the long-term to more interpretable and aggregable information for targeting future legislative initiatives.

North Carolina Evaluation Efforts--A System for LEA Self-Assessment

In North Carolina, a system for LEA self-assessment is in its third year of development. The SEA is developing this system in response to LEA requests and in anticipation of legislative needs for assessment information on the quality of programs and data to support the effectiveness of special education and related services. North Carolina's 141 LEAs are currently required to submit self-monitoring reports and host compliance visits on a 5 year cycle. Through these monitoring activities, LEAs had reported in recent years the need for a process to evaluate program quality. Districts believed that compliance was in place, and now wanted more information about the effects of special education programs on student outcomes.

The new system for program quality evaluation (PQE) involves LEA self-assessment in three areas: student identification, student placement and student progress. Modeled after a similar system used in Massachusetts, the North Carolina system includes a guidebook on PQE that was developed by a contractor to the SEA. In addition to identifying program goals and objectives, the guidebook includes chapters on data collection methods and instruments; sample selection; data analysis and reporting; and development of a management plan to address identified areas of need. Actual data collection instruments and data analysis table shells are also included for various areas of programming and administration.

Under this system, data are collected from seven sources: surveys of parents, students, special education teachers, regular education teachers, related services staff, and administrators; and student record reviews. The surveys rely on rating scales (for example, the provision of related services might be rated as excellent, satisfactory, unsatisfactory or not applicable). Each evaluation question is addressed by more than one data source. Instructions for data aggregation and interpretation are given, and LEAs are expected to define their own target criteria for percentages of students who have satisfactory or better ratings on the instruments. The self-assessment results in an analysis of strengths and areas that need improvement, and this analysis then serves as a basis for developing program improvement plans. Reports based on the analysis can also be disseminated to foster communication about program goals, achievements, and needs.

The development of the PQE system is relying heavily on LEA input and feedback, since LEAs will be performing the actual evaluations. A field test and pilot test have been carried out. A second pilot test of the revised system is being conducted during the 1984-85 school year. Upon completion of the system development, the SEA expects to use the PQE system Statewide and integrate it into the cycle for compliance visits and self-reporting. It is anticipated that repetitive program quality evaluations will yield data that can be compared longitudinally over several reporting cycles as well as being aggregable across LEAs. The SEA plans to aggregate the data for use in planning for grants, technical assistance, and staff development; developing various reports; and formulating policy based on the documented effects of expenditures.

Florida Evaluation Efforts--Stimulating LEA Adoption of Evaluation Models

As a result of a project to develop local evaluation expertise, each of Florida's 67 school districts will be able to select, adapt, and implement an evaluation model suited to local needs and conditions. The SEA is using EHA-B State Grant Program set aside funds to sponsor a 3 year competitive grant for the project. The competition was specifically directed to local school systems. The SEA felt that a locally developed system for evaluation would be more effectively designed by a school district to meet local needs. The project was recommended by the State Advisory Council after it was proposed by the SEA. Under State Board of Education Rule 6A 6.432(2)(1), districts are required to develop procedures for evaluation of exceptional student education (ESE) programs. However, in the 1982 State annual review of districts, several districts identified evaluation as an area of need or needing improvement.

The grant to develop local evaluation capability was awarded to Polk County school system for the 3 year period from 1983-84 to 1985-86. The grant is a collaborative effort that involves four school districts, faculty from Florida State University and the University of South Florida, and a consulting firm. Polk County serves as the fiscal agent and coordinates the project. A 15 member advisory committee guides the project; the committee is composed of special education administrators, curriculum personnel, and testing, evaluation and research personnel from each of the four school districts; university personnel; a private school representative; a parent representative; and an SEA representative. The SEA representative monitors the project and provides technical liaison between the collaborative, the committee, and the SEA. The project's goals are to increase awareness of existing, applicable evaluation models; to develop a series of practical resource manuals for special education staff; to design and conduct Statewide training in program evaluation for special education staff; and to provide technical assistance to individual districts during the initial implementation of evaluation activities.

During the project's first year, a literature review was performed to identify and describe evaluation models and assess their applicability to Florida school districts. In addition, a series of eight manuals was developed to provide information on such aspects of evaluation as design, data analysis and reporting. The system has been pilot tested in four LEAs representing rural and urban areas; large, medium, and small school districts; ESE programs in all exceptionality categories; and ESE students at all grade levels. Project representatives are providing training and conducting site visits to help in setting up the evaluations, and are reporting data to the SEA for dissemination to other districts. The project emphasizes use of existing resources and data to implement and augment ESE program evaluation. Plans call for the provision of training through regional training sessions, dissemination of the manuals, and on-site technical assistance to all LEAs in the State in 1985-86. The final materials will be mailed to all ESE directors, and will also be available through the Florida Diagnostic and Learning Resources System (FDLRS), which serves special education units throughout the State.

State and Local Evaluation Studies

The following section describes some evaluation studies recently completed or currently underway at the State and local levels. These studies were provided by State and local educational agencies in response to a request for such evaluation information by the National Association of State Directors of Special Education in July 1984. The purpose of this section is not to describe comprehensively all evaluation studies conducted by State and local educational agencies but to provide examples of specific efforts SEAs and LEAs are making to assess the effectiveness of their programs. These studies are presented by four areas representing topics frequently evaluated by SEAs and LEAs:

- Individualized education programs (IEPs)

- Least restrictive environment (LRE)

- Eligibility for services

- Unserved and underserved handicapped children.

Examples of State and Local Evaluation Studies Pertaining to IEPs

In requiring that States develop procedures for evaluating the effectiveness of programs in meeting the educational needs of handicapped children at least annually under Section 613(a)(11) of EHA-B, the Congress specifically singled out the need for evaluating the effectiveness of IEPs (20 U.S.C. §1413(a)(11)). The studies being conducted by States (at both State and local levels) to carry out this requirement include studies that examine the impact of student participation in the IEP process on academic achievement and studies that attempt to determine the effectiveness of different procedures for developing the IEP.

Efficiency and usefulness of computer-assisted IEP systems. Under a grant from the California Department of Education, the San Juan Unified School District conducted a study in 1983 to analyze and assess the use of computer assisted systems for developing individualized education plans for handicapped students. The study contrasted manual and computer assisted procedures for developing IEPs in terms of their utility and cost, and the attitudes of the parents, teachers, and administrators towards their use and the resulting IEP document. As part of the study, interviews were conducted with parents and school personnel in a sample of districts in the State using manual and computer assisted procedures; in addition, 30 computer based systems for developing IEPs across the Nation were analyzed. The results of the study were intended to provide guidance to districts and the SEA regarding the adoption and use of computer based systems in the development of IEPs.

Based on interviews with school personnel and parents, this study found that the process and outcomes associated with computer assisted IEP development compared favorably with the manual systems and, in some respects, offered certain advantages over manual procedures. Computer assisted procedures for developing IEPs were found to reduce the amount of staff time associated with most initial placement meetings and in the annual review process. For example, the study found that districts that employ computer assisted procedures saved up to 18 percent of personnel costs in annual review meetings. The use of computer assisted IEPs did not appear to diminish either parent or teacher satisfaction with the IEP document. The investigation found that parents and teachers alike used the computer assisted IEP for instructional purposes more than did those using manual systems because of the improved consistency, clarity, and legibility of information contained in the document. Recommendations from this study included suggested strategies for school districts considering adoption of computer based procedures for IEP development, and guidance to the SEA regarding the needs of LEAs for technical assistance and support.

Impact of student participation in the IEP process on academic achievement. The California Department of Education is currently sponsoring a study to determine if student involvement in the IEP meeting has a positive impact on the student's academic achievement and on IEP goal attainment. Although both Federal and California special education mandates provide for the involvement of students in the IEP process when appropriate, little information is available on the effects or implications of student participation. A secondary goal of this study is to determine the factors that may be related to whether or not a student is included in or excluded from involvement in the process. Results of this study are expected to be useful in increasing the awareness of school personnel and parents regarding how and under what conditions to involve handicapped students in the development of the IEP.

Examples of State and Local Evaluation Studies Pertaining to LRE

State and local educational agency responsibilities for educating handicapped children in the least restrictive environment are specified under Section 612(5)(B) and 614(a)(1)(C)(iv) of the EHA (20 U.S.C. §§1412(5)(B) and 1414(a)(1)(C)(iv)). Some State and local educational agencies have attempted to determine how well they are meeting their responsibilities by undertaking evaluation studies to examine whether their educational programs are, in fact, effectively educating handicapped children in the least restrictive environment. These studies typically identify problems that have emerged in serving these children, as well as strategies for improving the appropriateness of educational placements in the future. Among the State and local studies pertaining to the education of handicapped children in the least restrictive environment are evaluations that investigate noncategorical placement and studies that examine the effects of different classroom placements on academic achievement, social adjustment, and skill acquisition of handicapped children and their nonhandicapped peers. The following are provided as examples of such evaluation efforts.

Effectiveness of different placements for children with learning disabilities. The Independent School District #709 in Duluth, Minnesota, in collaboration with the University of Minnesota, is conducting a study to compare the effectiveness of two models for delivering instructional services to children classified as learning disabled. The models to be examined are the resource class model, in which a student is removed from the regular class for specialized individual or group instruction delivered in a separate class by a special education teacher, and the collaboration model. In the collaboration model, a special education teacher is teamed with a regular education teacher to deliver specialized instruction in the child's regular classroom. The collaboration model requires that teachers plan cooperatively for the handicapped child and work as a team within the regular class setting.

For this study, data on students and teachers will be collected. Student data will focus on academic skill acquisition, the quality and quantity of classroom work, and student attitudes. Data on teachers will address general classroom atmosphere, teacher/student interactions, teacher conferencing skills, and planning time. The district anticipates that the results of this study will have implications for maximizing the effectiveness of its special education services and for improving the training of regular and special education teachers.

Characteristics and effects of educational environments on the academic level of hearing impaired students. Under a grant from the Minnesota Department of Education, the University of Minnesota is conducting a study of the characteristics and effects of educational environments on the academic and social performance of hearing impaired adolescents. Traditionally, hearing impaired students were educated in separate facilities designed or adapted to meet the special needs of learners. More recently, in Minnesota as elsewhere, hearing impaired children are being served in a variety of educational settings, with increasing numbers of children receiving services in the regular classroom with special assistance, such as interpreting and speech/language services. This research effort will examine the characteristics of hearing impaired adolescents who demonstrate academic growth and/or social adaptation and the characteristics of instruction within different environments. In addition, the relationships between academic growth, type of instructional tasks available within each educational setting, and type of services provided will be investigated. The results of this study are expected to provide information that will be of value to administrators in decisions related to the appropriate placement of children who are hearing impaired.

Effects of teacher license on the academic achievement of mildly handicapped students. Personnel from the Minneapolis Public Schools under a grant from the Minnesota SEA are conducting a study to examine the effects of special education teacher licensure on the reading achievement of learning disabled and educable mentally retarded children. Specifically, the district will investigate the performance of students in grades three, four, and five as they are instructed by teachers who have LD, EMR, and joint LD/EMR licenses. The study will also attempt to determine if there are observable differences in teaching methods between teachers of different licenses and whether these teaching methods are related to student achievement.

The Minneapolis study will test several hypotheses related to teacher license and student performance, and the impact of the teaching methods used by teachers of different licenses on the academic performance of LD and EMR students. The district anticipates that the results of the study will provide direction regarding the continuance of the categorical service delivery model and, possibly, lead to the identification of teaching strategies that are related to student achievement regardless of label and/or teacher license.

Examples of State and Local Studies Pertaining to Student Eligibility for Special Education and Related Services

In order to receive State grants under EHA-B for special education and related services, States must ensure that children are evaluated and determined eligible as handicapped in accordance with the definitions (Section 602 (20 U.S.C. 1401)) and evaluation procedures (Section 612(2)(C)(5) and (20 U.S.C. 1412)(2)(C) and (5)) specified in EHA. To implement these provisions, States have established standards in their regulations or in administrative policy to guide local educational agencies in determining student eligibility. These standards often include procedures and tests to be used in evaluating students, as well as specific criteria that must be met in order to determine eligibility within categorical definitions. State guidance in this area is designed in large part to minimize subjectivity in the decision making process, to assure fairness in the evaluation process, and to obtain greater consistency within and across school districts in the number and characteristics of children served within a specific handicapping category. An important element in States' efforts to develop or revise their policies with respect to determining eligibility for special education and related services has been evaluation of the effects of specific policies. The studies described here are examples of two types of SEA-sponsored evaluation activities: feasibility studies to examine the potential impact of specific policies prior to their implementation and studies to determine the effects of policy after a period of implementation.

Study of the effects of revised eligibility criteria for students with specific learning disabilities. In 1982, Florida revised the definition used in the State for determining the eligibility of students with specific learning disabilities (SLD) for special education and related services. Prior to the change, Florida's definition was largely consistent with the Federal definition for the learning disabilities category. The revision included the addition of specific eligibility criteria as well as changes in procedures, instruments, and personnel involved in student evaluation. In 1983, the Florida Department of Education funded a study to examine the effect of the revised SLD rule on the numbers and characteristics (i.e., age, sex, race/ethnic group, IQ, achievement level) of students identified and served as learning disabled. The objectives of this study are to determine: 1) whether the revised definition has reduced, increased, or had no effect on the numbers and characteristics of students served; 2) whether changes in the number or characteristics of students served are significantly different for any particular age, grade, intellectual level, or placement; 3) the numbers and characteristics of students dismissed from special education as a result of the revised definition; and 4) the extent to which students dismissed from SLD programs are being served under other categories of disability. The report of this study, anticipated for completion late in 1984, will describe the impact of the State's SLD policy and provide recommendations and direction to the Florida SEA regarding any need for change.

Potential program and fiscal impact of proposed guidelines for determining the eligibility of handicapped students with emotional/behavioral disorders. In 1982, the Minnesota Department of Education began to develop draft guidelines for defining emotional and behavioral disorders, including the development of entrance and exit criteria. Prior to this time, the State employed only a general definition for this category of children and required local districts to develop their own specific criteria and procedures for determining eligibility. As part of its development effort, the SEA conducted a study to determine the feasibility and the potential Statewide programmatic and fiscal impact of the implementation of the draft guidelines. For this study, local directors of special education and staff in a representative sample of school districts in the State were surveyed. The results of this study are being used by the SEA in the development of final guidelines for serving students with emotional and behavioral disorders to be implemented in the 1984-85 school year.

Based upon survey results, the study found that special education administrators and staff considered feasible the implementation of the draft guidelines for assessment and classification procedures, for use in planning programs and for determining the conditions under which children would be eligible for special education and related services as emotionally/behaviorally disordered. While study respondents stated that implementation of the draft guidelines should not be problematic, they identified specific needs for new personnel and for inservice training for existing personnel. The study results also indicated that a significant number of school districts could be expected to feel some financial effect of the draft guidelines if they are implemented, but only to a minimal degree. Local district personnel predicted that the number of children classified under the guidelines would increase, due in part to the reclassification of children previously served under other categories of disability and the identification of children not currently served as handicapped. The results of this study will be used by the Minnesota Department of Education in planning specific activities to support and facilitate implementation of the new guidelines.

Examples of State and Local Evaluation Studies Pertaining to Previously Unserved and Underserved Handicapped Children

State and local educational agencies have put special emphasis on educating handicapped children who were unserved or underserved before the enactment of the law. These children are given priority in Section 612(3) of EHA-B. Some of these children are preschool and secondary handicapped students; severely handicapped children, particularly the multihandicapped and emotionally disturbed; and handicapped children who require special consideration because of ethnic and cultural differences. Program expansion has been particularly dramatic for certain groups of handicapped children. This growth is characterized by improvements in existing services and by development of entirely new program opportunities for children the schools had not served before. State and local educational agencies are conducting evaluation studies to determine the effectiveness of their efforts to educate these children and improve the services provided to them. Among these activities are follow-up studies of students graduating from special education programs.

Vocational and social adjustment of high school graduates. In 1982, the Colorado Department of Education sponsored a follow-up survey of students who had completed special education services to determine how well they had adapted several years after graduation from high school (Horiuchi and Mithaug, 1983). For this study, 234 individuals who had graduated in 1978 and 1979 were interviewed regarding their post-school education, training and work experience, economic status, and social adjustment. The study sample, drawn from 26 administrative units in the State, approximated expected Statewide parameters on such characteristics as sex, age, and handicapping condition. The handicapping conditions included within the sample were mental retardation, perceptual/communication impairments, emotional/behavioral disturbance, and physical impairment.

In general, the findings of this study suggest that high school graduates who participated in special education programs in Colorado have made positive adjustments in their communities. Nearly 70 percent were working at least part-time and contributing significantly to their own support. There was little evidence of financial dependence upon such social programs as welfare. However, the study also found that these former students remain at only marginal levels in the community's social, economic, and employment activities. Although the study's findings support the value of special education efforts during the school years, the study's authors concluded that instructional opportunities for this population need improvement. Since graduation, 50 percent of the sample reported having participated in coursework or training beyond high school. Of these, nearly one third had attended a 2-year or 4-year college program, while 8 percent attended a vocational or technical school. This investigation, like other follow-up studies, found that many graduates' earnings were at marginal levels; their earnings were at or below the minimum wage and they worked mostly part-time. The unemployment rate for the sample was three times that of the National rate if part-time work is counted; only counting full-time work in the rate, unemployment was nearly seven times the National average. Financial assistance from other sources was limited, with only a small proportion reporting that they regularly received money from their parents or other sources. While parents did not generally contribute direct financial assistance, the study found that nearly two thirds of the sample were living with their parents or guardians.

According to the former students sampled, special education coursework was more useful than vocational education coursework which, in turn, was more useful than regular education coursework in preparing them for their future. The skill areas in which respondents felt their education did not meet their current needs for training included preparation to live independently and to participate in social/community activities, knowledge about different jobs, and preparation to select the best job for oneself.

Effectiveness of secondary level services for students with emotional handicaps. During the 1982-83 school year, the Westport Public Schools in Connecticut conducted a follow-up study of handicapped students in the class of 1980 who were served in special education programs for the emotionally handicapped in one of the district's high schools. This study, like others the district has conducted, was undertaken to provide descriptive information about the former students for the purpose of program improvement. Evaluation questions addressed in the study focused on post-school social adjustment, education, and employment activities. Through interviews conducted with former students, the district attempted in its study to examine the relationship between successful life adjustment and the nature of students' school experience, so that the school's curriculum and educational programming could be improved.

The former students who had been served during high school as emotionally handicapped generally reported considerable success and satisfactory adjustment in educational, employment, and personal areas of their lives since leaving school. For the majority, special education was viewed as an effective program and a productive experience. Although largely favorable, the results of the study identified several areas the district believes may require improvement. For example, nearly 30 percent of the students reported their academic preparation was inadequate; in examining this result the district believes that while its academic program seems to meet the needs of the majority of students, some students with emotional and behavioral disorders require additional special assistance in their academic activities. Further, the study found that students characterized during high school as withdrawn in their behavior experienced adjustment problems to a greater degree than did their more aggressive classmates. Finally, although considerable success was found in many areas of independent living, a need for better school preparation in money and career management was indicated. These and other of the study's findings have provided valuable information to the Westport Public Schools for assessing their program offerings for emotionally handicapped students and for implementing specific program improvements in the areas of evaluation, counseling, and instructional services.

Conclusion

A range of studies has been conducted at Federal, State, and local levels to carry out their respective responsibilities to evaluate the impact and effectiveness of special education and related services for handicapped children in accordance with the mandates of EHA-B. These studies contribute to the limited but growing body of knowledge on the impact and effectiveness of special education and related services Nationally and at the State and local levels. The studies conducted thus far have provided information on the implementation of EHA-B, identified effective programs and practices in educating handicapped children, and examined cost-effective strategies for meeting the needs of these children. Studies currently underway promise to further expand this body of knowledge. Yet information is not always shared across levels, although local, State, and Federal educational agencies have mutual interests in assessing the effectiveness of efforts to educate handicapped children.

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Appendix 1

A DESCRIPTION OF EARLY EDUCATION STATE GRANTS

P.L. 98-199 requires the Secretary to include in each Annual Report to Congress a list of the States and State agencies receiving each type of Early Education State Grant and a description of the activities under each grant. The following information is provided in response to this requirement.

PLANNING GRANTS

Alabama Department of Education

ACTIVITIES:

- gathering information and data on preschool handicapped children within the State of Alabama as well as those agencies and groups that provide direct or indirect services to these preschoolers and/or their families
- determining the logistics needed for a tracking system
- investigating the need for written agreements among or between State agencies as well as other groups involved in identification or service delivery to this population

Alaska Department of Education

ACTIVITIES:

- developing a needs assessment
- developing interagency agreements
- identifying preliminary designs and procedures for the development and approval of the State plan

American Samoa Special Education Division

GOALS: to complete a needs assessment of the educational and related needs of the territory's handicapped children from birth through five years of age; to begin to design a State plan for comprehensive service delivery to these children

ACTIVITIES:

- child find efforts
- evaluating current services
- a public awareness campaign
- developing collaborative agreements
- forming a task force of professionals and community leaders

District of Columbia State Education Agency

GOAL: to plan, with interagency cooperation, a coordinated comprehensive service delivery system for handicapped children from birth through three years of age and their families

ACTIVITIES:

- developing interagency commitments for coordinated services
- determining the number of handicapped children aged birth to three, their needs, and available services
- planning for the development of procedures and a design for an Early Childhood State Plan for the District of Columbia
- planning for coordinated training activities for families, caretakers, and professionals working with handicapped children aged birth to three

Idaho State Department of Education

ACTIVITIES:

- developing a Statewide system for coordinating the activities of an Early Childhood Project that will promote services and programs for developmentally disabled children and their families
- developing Early Childhood groups at local and regional levels within the State in cooperation with members of the State Advisory Panel

- establishing a system to assist the State Advisory Panel members in developing an integrated and comprehensive plan among agencies/groups within the State responsible for direct service activities to developmentally disabled preschool children

- establishing procedures for improving the quantity and quality of professionals and paraprofessionals serving disabled young children in Idaho; engaging in technical assistance to stimulate high-quality early childhood programs for the developmentally disabled

- improving efforts to evaluate the effectiveness of early intervention programs in Idaho

Illinois State Board of Education

ACTIVITIES:

- completing planning activities to develop a comprehensive Early Childhood State Plan

- developing an awareness of the activities of the grant

- promoting a commitment to a comprehensive service delivery system for handicapped children from birth through five years of age, their families, and their service providers

- performing a review of the history and current authority of State public agencies involved in services to young handicapped children to determine program availability and barriers to service

- utilizing an interagency task force and a broad based advisory council, with assistance from consultants, to develop and implement a comprehensive, multi-level needs assessment

- disseminating information from the task force, advisory council, and steering committee about project goals, activities, and progress to the public via press releases, newsletter articles, journals, and presentations at meetings and conferences

Indiana Department of Education

ACTIVITIES:

- conducting a comprehensive Statewide assessment to identify needs and resources for early childhood special education and related services in Indiana
- developing and facilitating task forces that will address issues related to the development of a comprehensive service delivery system for handicapped children from birth through five years of age

Kentucky Department of Education

ACTIVITIES:

- assessing the current status of early childhood special education and related services within the State
- identifying the components and subcomponents of a comprehensive service delivery system and developing a set of uniformly accepted (though non-regulatory) standards for the provision of services to children with handicaps from birth through five years of age
- pilot testing proposed procedures prior to general implementation through area interagency councils comprised of representatives of key service agencies and consumers
- establishing a procedure and design for the development of an Early Childhood State Plan
- increasing Statewide awareness of the need for and expected benefits of comprehensive services for young children with handicaps and providing information regarding available services

The project approach integrates two recognized models for fostering interagency collaborative efforts. The first model conducts comprehensive planning activities at the Statewide level by the involvement of the advisory board. The second model conducts planning activities at the regional or local level and employs pilot planning sites throughout the Commonwealth.

Massachusetts Department of Education

An Interagency Planning Group, consisting of all major agencies that provide services to children from birth through five years of age who are handicapped or "at risk" and their families, is performing the activities of this grant.

GOAL: to develop a plan for a Comprehensive Service Delivery System to facilitate the transition of children from one agency responsibility to another

ACTIVITIES:

- developing strategies that will enable Massachusetts to identify all children from birth through five years of age in need of services and to ensure that the identification will be timely
- ensuring that appropriate services will be available and accessible as long as they are needed

Minnesota Department of Education

GOALS: to clarify and define issues and problems relating to the coordination of services to handicapped children from birth through five years and their families; to recommend alternatives and strategies to address identified issues and problems; to explore administration and management systems to support coordinated services to this population

ACTIVITIES:

- conducting an updated needs assessment
- writing reports that summarize issues and problems, and recommend alternatives
- supporting regional planning efforts
- compiling a bank of specific tracking and information systems
- identifying financial resources and funding options

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Mississippi State Department of Education

ACTIVITIES:

- facilitating interagency collaborative efforts in developing a base of knowledge necessary for comprehensive planning at the State level
- developing, implementing, evaluating, and facilitating replication of a local, community-based interagency planning model
- using working groups to collect, review, and organize information related to components and subcomponents of a comprehensive system
- increasing awareness of the need for comprehensive services to young handicapped children from birth through five years of age

Missouri Department of Elementary and Secondary Education

The Governor of Missouri has established early childhood identification and intervention as a priority issue. This State planning grant will be conducted by the Departments of Elementary and Secondary Education, Mental Health, and Social Services.

ACTIVITIES:

- conducting a comprehensive needs assessment through interagency collaboration
- providing pertinent information to the Children's Service Commission established by the Missouri State Legislature to study and coordinate services to all children and youth in the State.

Nevada Department of Education

Grant activities will be conducted in cooperation with the Nevada Department of Human Resources.

ACTIVITIES:

- further developing and revising a comprehensive State plan for the delivery of special education and related services to handicapped children from birth through five years of age

- obtaining approval for this plan from the State Board of Education

- facilitating training opportunities for professionals, parents, and families to allow them to effectively implement the plan

- expanding public awareness of and State support for early intervention programs

Northern Mariana Islands Department of Education

The planning process will involve the Handicapped Children's Resource Center, Crippled Children's Services, Protection and Advocacy Agency, Exceptional Children's Coordinating Committee, and the Northern Marianas College.

GOAL: to establish, for the first time, an Early Childhood Program for handicapped children

ACTIVITIES:

- planning services to handicapped children, aged birth through five, who are not now being served

- planning counseling and parent involvement for parents of these children

- planning for evaluating services to these handicapped children and their parents

Ohio Department of Education

GOAL: to assess the needs and establish the procedures for the development of an Early Childhood State Plan

ACTIVITIES:

- assessing the training needs of parents and professionals

- facilitating interagency cooperation

- creating an awareness of the benefits of early childhood education

- improving the process for identification and evaluation of young handicapped children

- developing an information network
- establishing an interagency advisory committee
- conducting local, regional, and Statewide training seminars
- disseminating early childhood information
- collecting pertinent data

Oregon State System of Higher Education, Teaching Research Division

There are a number and variety of agencies providing services to preschool handicapped children in Oregon. The two major organizations providing services are the Mental Health Division and the Oregon Department of Education; both will participate in the development of the Early Childhood State Plan.

ACTIVITIES:

- conducting a needs assessment on which the Early Childhood State Plan will be based
- developing interagency collaboration at the State and local levels

Pennsylvania Department of Education

GOAL: to develop a comprehensive plan for service delivery to all Pennsylvania's preschool handicapped students. The plan will address how the Departments of Health, Education and Welfare, through an interagency council and with guidance from project staff, will work cooperatively to establish a Statewide policy for the coordination of all programs impacting on preschool handicapped children

ACTIVITIES:

- conducting a needs assessment that will identify service delivery gaps and overlapping services
- planning for common components of a comprehensive service delivery system
- recommending assignments for program development and demonstration, collaboration, coordination, and utilization for improving services to handicapped preschoolers

Rhode Island Department of Education

This Project is a collaborative effort among the Department of Education, Department of Mental Health, Retardation and Hospitals, and Rhode Island College.

ACTIVITIES:

- conducting a needs assessment including a review of casefindings, assessment practices, services to children and families, administration and funding, staff training, and program evaluation affecting handicapped children aged birth through five
- performing a series of feasibility studies examining alternative changes to the existing service structure
- developing a conceptual framework for an automated information management system capable of storing descriptive and performance indices for all handicapped children aged birth through five

South Carolina Department of Education

ACTIVITIES:

- developing a comprehensive plan for preschool handicapped children that will function at the State, regional and local levels through a planning process involving:
  - research from select local educational agencies
  - input from parents, institutions of higher education, and appropriate human service agencies
- developing enhanced cooperation and coordination of service providers in the realization of a Statewide comprehensive service delivery system for preschool handicapped children and their families

Texas Education Agency

In Texas, an Early Childhood Intervention (ECI) Program is mandated by State law to ensure the establishment of a comprehensive service system for children from birth through six years of age with developmental delays or at risk of developmental delay. The activities of this grant will be performed under the ECI program.

All activities will be sponsored by the Interagency Council for Early Childhood Intervention, which is composed of representatives of the Texas Education Agency, Texas Department of Human Resources, Texas Department of Mental Health and Mental Retardation, Texas Department of Health, and a representative from the Governor's Office.

ACTIVITIES:

- designing a comprehensive, coordinated data collection system for children from birth through six years of age with developmental delays or at risk of developmental delay

Utah Department of Education

GOALS: to assess the educational and related services needed by handicapped children within the State from birth through five years of age; to establish a procedure and design for the development of a State plan for comprehensive services to these children; to implement procedures that will result in a design for an overall State plan for the provision of services to handicapped preschoolers

ACTIVITIES:

- identifying administrative and programmatic resources currently aimed at early childhood intervention for the handicapped
- identifying and developing systems to enhance management and administration for the provision of services
- establishing standards, including regulations, legislation, and policy for making services available
- promoting Statewide awareness of services for handicapped children
- providing training for families, caretakers, and professionals at State and local levels
- establishing evaluation criteria for assessing the effectiveness of the planning activities
- designing an Early Childhood State Plan for Texas

Vermont Department of Education

GOAL: to develop an Essential Early Education Plan that will point the State in the direction of providing all qualifying handicapped preschool children the essential early education they need to develop socially and intellectually to their fullest potential. The project has the following objectives:

ACTIVITIES:

- child find
- community screenings
- individual assessments
- curriculum options
- placement options
- program resources
- personnel development
- interagency cooperation
- program standards
- evaluations of programs
- evaluations of pupil progress

Virginia Department of Education

To oversee and guide the activities of this 3 year project, a State Steering Committee will be selected made up of representatives of local school districts, educational service units (Nebraska's intermediate educational agencies), multi-district cooperatives, preschool planning regions, teacher training institutions, the University of Nebraska Medical Center, and the State Department of Education.

GOAL: to provide planning for the expansion and revision of the Early Childhood State Plan

ACTIVITIES:

- performing a needs assessment
- obtaining input from State and local agency administrators and service providers as well as consumer representatives (e.g., parents and advocacy groups or agencies), during each phase of the planning activities
- planning for future development of a central data registry and a single point-of-contact referral source for services to preschool handicapped children from birth through five years of age

DEVELOPMENT GRANTS

Kansas State Department of Education

GOALS: to support the development of a comprehensive delivery system of special education and related services for handicapped children from birth through five years of age; to expand and improve parent participation in the education process

ACTIVITIES:

- coordinating the activities of education, health, social services, and other agencies to insure effective use of available services
- coordinating service delivery programs and State and local planning by performing the following:
    - supporting the Cabinet Subcommittee appointed by the Governor to develop a State plan for the delivery of early childhood developmental services
    - coordinating extant screening, identification and tracking systems
    - developing a resource information system with Statewide access
    - evaluating the efficacy of the educational programs

- developing parent participation materials and training for local trainers of parents and of professionals and providing public information concerning the needs of handicapped young children

Oklahoma State Department of Health and Department of Education

GOAL: to increase the capacities of parents to meet the special needs of their high-risk infants

ACTIVITIES:

- implementing a family support program that will provide parents with practical assistance, information, and emotional support from professionals and from other parents during and after the child's hospitalization, including:
  - a needs assessment
  - social services
  - a parent-to-parent program
  - an extended contact program
  - parent education classes

GOAL: to develop and implement a transition program for high-risk infants that links the family, the OCMH NICU (Oklahoma Children's Memorial Hospital, Neonatal Intensive Care Unit), community hospital, and community agencies into a coordinated system of continuous service

ACTIVITIES:

- implementing a nursery-based developmental program
- coordinating discharge planning
- providing continuous family support through a family contact person
- tracking the infant's developmental status up to age three
- designing referral systems in collaboration with existing service providers

GOAL: to increase the knowledge of health care providers about the developmental needs of high-risk infants and the existing services for these infants and their families

ACTIVITIES:

- developing an outreach/liaison program that will involve the following:
    - information dissemination
    - referral consultation
    - continuing education for health care professionals
    - liaison program between OCMH and early intervention teams

IMPLEMENTATION GRANTS

Nebraska Department of Education

Since 1979, Nebraska has mandated through its statutes that local school districts provide comprehensive special education and related services to all verified handicapped children from birth or date of diagnosis. This project will study and evaluate the Statewide impact of the State's legislation and the implementation of Nebraska's Early Childhood State Plan for comprehensive services.

Appendix 2

VOCATIONAL EDUCATION SERVICES TO THE HANDICAPPED UNDER THE VOCATIONAL EDUCATION ACT OF 1963 AS AMENDED BY TITLE II OF THE EDUCATION AMENDMENTS OF 1976

The Vocational Education Act (VEA), as amended in 1976 (P.L. 94-482, Title II), designates vocational education for handicapped persons as a National priority. Section 110 of the law mandates that 10 percent of the Federal Section 102(a) monies (the combined Subparts 2 and 3 allocations) be used, in part, to pay up to 50 percent of the cost of additional services handicapped students need to succeed in vocational education.

Part C of the Vocational Education Data System (VEDS) reports on special needs enrollments by type of instructional setting. It was estimated that during 1981-82 additional services (from Federal Vocational Education Act funds, State and local matching funds, or any combination thereof) were provided to approximately 290,000 handicapped vocational education program enrollees. Data indicate that 64.2 percent of such handicapped enrollments were in mainstream vocational education programs during 1981-82.

If handicapped vocational education enrollees who were mainstreamed and received no special or additional services are included, the 1981-82 aggregate enrollment rises to 490,000. This is a 1.8 percent increase, compared to 1980-81. With this inclusion, the percent mainstreamed in 1981-82 rises to 78.8.

The table below shows that total 1981-82 outlays for special services provided to handicapped vocational students increased by 30.7 percent, while Federal VEA funds for this purpose increased by 3.7 percent, compared to 1980-81. These outlays do not include funds spent on mainstreamed students who received no special or additional services.

A sample of State reports indicates that, at the State level, a major program thrust in FY 82 was to provide the necessary supportive services to handicapped persons enrolled in regular vocational education programs and to place emphasis on improving the qualifications of vocational education personnel through inservice educational experiences for classroom teachers, paraprofessionals, tutors, remedial teachers, and support staff to meet the special needs of secondary, postsecondary, and adult vocational students who are handicapped. These reports also indicated that States continue to initiate or revise interagency agreements, thus encouraging interdisciplinary participation in the provision of job preparation, including job placement, to handicapped persons. The States reported that a major program thrust was to provide the necessary supportive services to handicapped students enrolled in regular vocational education.

Outlays for Handicapped Vocational Enrollees by Source of Funds, 1979-80 through 1981-82 (Excess Costs, Only)

Source of Funds	1979-80	1980-81	1981-82
Federal	$ 63,063,123	$ 68,448,286	$ 70,989,000
Non-Federal	132,194,946	156,842,171	223,499,000
Total	$195,258,069	$225,290,457	$294,488,000
Federal percent	32.3	30.4	24.1
Ratio of Non-Federal to Federal	2.1:1	2.3:1	3.1:1

Source: U.S. Department of Education, National Center for Education Statistics.

Described below are descriptions of programs selected by the Secretary of Education as outstanding programs for vocational education.

Title/Location	Administrative Agency
Commercial Foods and Culinary Arts St. Augustine Technical Center	St Johns County School Board St. Augustine, Florida

Abstract: St. Augustine Technical Center's Commercial Foods and Culinary Arts Program (Florida) enrolled 210 students in 1982. Of the total number enrolled, 5.7 percent were handicapped. Structured classroom and lab experiences emphasize proper work attitude and employability skills as well as appropriate training skills. Industry standards apply to all lab experiences. Timetables and production schedules are emphasized and met on a daily basis using a team approach. The program is extensively involved with local community and industry. In fact, 92 percent of all students who have been enrolled in the program began their employment in industry in positions at salaries higher than entry level. Former program participants hold jobs in 27 States and various locations in the Caribbean.

Title/Location	Administrative Agency
Motorcycle Repair Central Oklahoma Area Vocational-Technical School	State Department of Vocational Technical Education Stillwater, Oklahoma

Abstract: Motorcycla Mechanics at Central Oklahoma Area Vocational Technical School (Oklahoma) is a 2-year secondary program for grades 11 and 12. In the 1982 program, there were 33 enrolled, with 82 percent being disadvantaged and 18 percent handicapped. All areas of motorcycle repair and service are covered in this 2-year course, although special emphasis is given to a particular area according to the student's interest and need. The course is designed to offer training for those interested in becoming owners of repair shops, salespersons for new or used motorcycles, or mechanics and service managers. The program is 90 percent "hands-on," and its modern equipment equals any shop in the States. Each student is provided a Motorcycle Mechanics curriculum, and other necessary technical information. Students are provided with a tool kit while in the program, and students have the option of purchasing a basic mechanic's tool kit at a reduced price for use after graduation.

Title/Location	Administrative Agency
Special Needs Vocational Program	Black Hills Special Services Cooperative Deadwood, South Dakota

Abstract: The Black Hills Special Services Cooperative (South Dakota) was organized by 12 local member districts in January 1980. One of the priority needs was that of vocational education for special students including both those who are severely and mildly mentally, physically, or behaviorally handicapped. During 1982, 45 full-time students were served and 36 were placed in jobs.

The goal of the program is to develop appropriate vocational work skills that will enable special students to live and work as independently as possible with little or no tax supported assistance. The program includes a pre-vocational and vocational training program for severely to moderately handicapped students 15 to 21 years of age. For students between the ages of 16 and 21 who have mastered the prevocational and vocational training program there is a community living program. Another program component is a community work experience program in an actual paid work setting and a 30-hour per week summer work program.

Title/Location	Administrative Agency
Regional Occupational Program (ROP)	San Mateo County, California

Abstract: The San Mateo County (California) Regional Occupational Program (ROP) is an office occupations program. The 1982 program served 251 students; 60 percent were minority, 15 percent were handicapped, and 15 percent were disadvantaged. The placement rate for office occupations was 87.1 percent.

Training is carried out in "hands on" laboratory work settings and at community-based work sites such as banks, food stores, and factories. When community-based instruction is used, a contract is made between the work site supervisor and the ROP staff to ensure that predetermined training and learning opportunities occur. Learning at work sites is supervised by both employers and educators.

Appendix 3

NUMBER AND AMOUNT OF DISCRETIONARY GRANT AWARDS, BY STATE, FOR FY 84

State	Number of Projects Funded	Amount of FY 84 Awards
Alabama	13	$ 1,654,873
Alaska	6	568,346
Arizona	26	1,670,547
Arkansas	17	936,075
California	95	9,290,698
Colorado	31	2,805,456
Connecticut	16	1,115,506
Delaware	5	518,162
District of Columbia	52	4,395,410
Florida	26	1,601,007
Georgia	21	1,219,307
Hawaii	8	865,112
Idaho	12	1,000,657
Illinois	71	4,614,518
Indiana	22	1,797,352
Iowa	16	1,175,740
Kansas	42	3,119,415
Kentucky	26	2,050,753
Louisiana	17	1,236,578
Maine	13	830,209
Maryland	31	2,720,843
Massachusetts	51	5,093,587
Michigan	23	1,641,597
Minnesota	30	3,168,038
Mississippi	12	850,420
Missouri	15	1,192,752
Montana	7	556,841
Nebraska	10	803,019
Nevada	5	428,429
New Hampshire	6	413,032
New Jersey	10	792,721
New Mexico	18	1,355,923
New York	84	9,501,563
North Carolina	41	4,461,364
North Dakota	7	520,762
Ohio	35	3,867,997
Oklahoma	10	666,908
Oregon	62	5,261,521
Pennsylvania	50	4,130,311

NUMBER AND AMOUNT OF DISCRETIONARY GRANT AWARDS, BY STATE, FOR FY 84 (Continued)

State	Number of Projects Funded	Amount of FY 84 Awards
Rhode Island	3	259,533
South Carolina	13	651,998
South Dakota	8	567,558
Tennessee	32	2,976,110
Texas	38	3,279,375
Utah	35	3,008,345
Vermont	25	1,635,323
Virginia	50	4,615,543
Washington	45	6,890,319
West Virginia	19	1,102,012
Wisconsin	23	1,933,563
Wyoming	5	397,130
American Samoa	2	113,013
Guam	1	283,000
Northern Marianas	2	227,[illegible]84
Puerto Rico	8	370,494
Total United States and Territories	1,351	$118,204,249

Appendix 4

EVALUATION OF THE EDUCATION OF THE HANDICAPPED ACT

This appendix summarizes the specific evaluation activities supported by Special Studies monies from 1976 through 1983. The studies have been designed to provide information concerning the impact and effectiveness of the EHA as described in the fourth chapter of this report requested by Congress.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
1.	Assessment of State Information Capabilities under P.L. 94-142	Management Analysis Center (MAC), Inc. Cambridge, MA 300-76-0562	9/30/76 - 9/30/77 $298,840

Description: The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. MAC analyzed the data requirements in the law and the reporting forms being developed by program staff. After visiting 27 States to test their capacity to respond, MAC reported on State capacity to provide information in four categories: children, personnel, facilities, and resources. They found capacity was relatively high in the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data, since States could not respond adequately to such requests.

	Title	Contractor and Contract Number	Contract Period and Amount
2.	Development of a Sampling Procedure for Validating State Counts of Handicapped Children	SRI International Menlo Park, CA 300-76-0513	10/1/76 - 9/30/77 $267,790

Description: The purpose of this study was to develop a sampling plan and a method that could be used by program staff to validate the State counts. SRI International evaluated all previously available data on the incidence of handicapped children and concluded that the data reported by States were at least as accurate as other data sources, if not more so. SRI concluded that procedures for validating the information should be incorporated into the counting procedures themselves. SRI developed a handbook showing States how to do this.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
3.	An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children	Council for Exceptional Children Reston, VA 300-76-0515	10/1/76 - 9/30/77 $110,904

Description: The purpose of this study was to determine the extent to which State policies (a) provided for services to children with disabilities other than those provided for under EHA-B, or (b) used varying definitions or eligibility criteria for the same categories of children. CEC found that neither of the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

4.	Implementation of the Individual Education Program	David Nero & Associates Portland, OR 300-74-7915	9/30/76 - 12/30/77 $433,000

Description: The purpose of this study was to estimate the difficulty of implementing the IEP provision of the Act. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in States that already had provisions and in those that did not, and (b) similar concerns were raised by both special education and regular teachers. The findings were used to design technical assistance and inservice training programs.

5.	Analysis of State Data	Team Associates Washington, D.C. 300-76-0540	9/29/76 - 9/11/77 $192,698 9/12/77 - 6/30/78 $175,396

Description: The purpose of this study was to analyze data already available from the States. The work was performed by TEAM Associates and by internal staff. The State data contained all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these State documents and information obtained from Special Studies form the backbone of the Annual Report to Congress.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
6. Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Educational Agencies	SRI International Menlo Park, CA 300-78-0030	1/16/77 - 9/16/78 $197,707 9/16/78 - 9/15/79 $566,838 9/15/79 - 2/28/81 $498,112 2/28/81 - 10/31/81 $249,993 11/1/81 - 12/15/82 $250,006

Description: The purpose of this study was to follow a small sample of school systems over a 5 year period to observe their progress in implementing the Act. Because Congress asked that the annual report describe progress in implementation, this in-depth study of processes was designed to complement the National trends reported by States. In this study, SRI International described the implementation process for the school districts and identified problem areas.

Title	Contractor and Contract Number	Contract Period and Amount
7. Criteria for Quality	Thomas Buffington Associates Washington, D.C. 300-77-0237	5/19/77 - 2/28/79 $395,162

Description: This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142's implementation. It was conducted by internal staff with the assistance of Thomas Buffington Associates. The study focused on four principal requirements of the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for LEA self-study guides. Four monographs addressing the evaluation of these four provisions of the law were produced. Each monograph includes the relevant papers and a review by a panel of education practitioners.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
8.	National Survey of Individualized Education Programs	Research Triangle Institute (RTI) Research Triangle Park, NC 300-77-0529	1/16/77 - 9/16/78 $197,707 10/1/78 - 9/30/79 $661,979 10/1/79 - 10/30/80 $125,181

Description: The purpose of this study was to determine the nature and quality of the individualized education programs being designed for handicapped children. These programs are at the heart of the service delivery system, and the Congress asked for a survey of them. RTI spent the 1977-78 school year designing a sampling plan and information gathering techniques. Data collected in school year 1978-79 provided descriptive information about IEP documents. The study found that 95 percent of handicapped children have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

9.	A Descriptive Study of Teacher Concerns Said to Be Related to P.L. 94-142	Roy Littlejohn & Associates Washington, D.C. 300-76-0328	7/9/76 - 10/30/78 $328,758

Description: The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 76 study on the implementation of the individualized education program, and several have been raised by National teachers' organizations. Roy Littlejohn and Associates organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze in detail a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L. 94-142.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
10.	Case Study of the Implementation of P.L. 94-142	Education Turnkey Systems Washington, D.C. 300-77-0528	9/30/77 - 5/31/79 $484,452

Description: The purpose of this study was to assess the first year of implementation of the Act. Education Turnkey Systems observed nine local school systems during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well under way at each LEA despite varying levels of resources and organizational differences among sites. Problem areas were identified.

	Title	Contractor and Contract Number	Contract Period and Amount
11.	Clarification of P.L. 94-142 for the Classroom Teacher	Research for Better Schools Philadelphia, PA 300-77-0525	10/1/77 - 1/31/78 $24,767

Description: The purpose of this project was to provide regular teachers with accurate information about P.L. 94-142 and its probable effects on their classrooms. A field-tested guide entitled Clarification of P.L. 94-142 for the Classroom Teacher was produced by Research for Better Schools for this purpose. The guide contains (1) a self-evaluation pretest; (2) an explanation of the law, its background, purpose, and major provisions; (3) questions most frequently asked by teachers about P.L. 94-142 and their answers; (4) activities to help classroom teachers prepare themselves and their students for implementation of the law; and (5) two appendices, one containing the P.L. 94-142 regulations, and the other an annotated bibliography.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
12.	Study for Determining the Least Restrictive Environment Placement of Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-78-0427	9/12/78 - 1/10/80 $369,770

Description: The purpose of this study was to investigate the rules or criteria used by the courts and States' hearing officers to determine the placements of handicapped children, the guidance given by States to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of the Act's least restrictive environment requirement were compared across arenas. Exemplary practices at the State and local educational agency levels were described.

13.	Special Teens and Parents: Study of P.L. 94-142's Impact	Abt Associates, Inc. Washington, D.C. 300-78-0462	10/1/78 - 9/30/79 $47,220 10/1/79 - 9/30/80 $53,687

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the impact of P.L. 94-142 on learning disabled secondary students and their families. For four requirements of the law--protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards--the study investigated how the requirements were implemented by the secondary school special education program, the impact of the school program and practices on the students, and the implications of the experiences of the students for those concerned with the education of learning disabled adolescents.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
14.	Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact	American Institutes for Research (AIR) Cambridge, MA 300-78-0463	10/1/78 - 9/30/79 $55,641 10/1/79 - 9/30/80 $63,374

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142, and examined the benefits of parent activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to children were shown.

15.	The Quality of Educational Services: Study of P.L. 94-142's Impact	Huron Institute Cambridge, MA 300-78-0465	10/1/78 - 9/31/79 $51,239 10/1/79 - 8/31/80 $60,000

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to the handicapped child and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
16.	Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact	Illinois State University Normal, IL 300-78-0461	9/1/78 - 8/31/79 $46,060 9/1/79 - 8/31/80 $55,295

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. It focused on differences in the impact of P.L. 94-142 implementation on children with various handicapping conditions and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

17.	Institutional Responses and Consequences: Study of P.L. 94-142's Impact	High/Scope Educational Research Foundation Ypsilanti, MI 300-78-0464	10/1/78 - 9/30/79 $48,387 10/1/79 - 9/30/80 $56,228

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study investigated the relationship of school district responses to P.L. 94-142 to handicapped child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
18.	Project to Provide Technical Assistance in Data Analysis	Decision Resources Corporation Washington, D.C. 300-78-0467	10/1/78 - 9/30/79 \$142,614 10/1/79 - 9/30/80 \$199,714 10/1/80 - 5/31/81 \$ 89,919
		300-82-0001	10/1/82 - 9/30/83 \$125,071 10/1/83 - 10/31/84 \$144,171
		300-84-0246	10/1/84 - 9/30/85 \$196,632

Description: The purpose of this project is to analyze data already available from States. The work is being performed by Decision Resources and by internal staff. State data available to SEP annually contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the State data is conducted throughout the year for dissemination to the field and for inclusion in the Annual Report to Congress.

	Title	Contractor and Contract Number	Contract Period and Amount
19.	Identification of Future Trends in the Provision of Services to Handicapped Students	Newtek Corporation Reston, VA 300-78-0302	6/1/78 - 9/30/78 \$10,000

Description: This project was designed to provide information on potential future changes in values, economics, social institutions, technology, and medicine that may affect the provision of services to handicapped children. In 1978, Newtek Corporation held a conference with experts in the five areas who discussed the trends in their areas and the implications of those trends for the handicapped with panel members representing various aspects of services to the handicapped. Although in many cases the projected trends were too speculative to guide policymaking, the conference highlighted some potentially important trends about which policymakers should be aware. A summary of the conference was published in Focus on Exceptional Children.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
20.	A Project to Develop BEH Waiver Requirements, Procedures, and Criteria	Planning and Human Systems, Inc. Washington, D.C. 300-78-0128	5/1/78 - 12/15/78 $64,500

Description: States that provide clear and convincing evidence that all handicapped children have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A 6 month study was undertaken by Planning and Human Systems in 1978 to develop guidelines to be used in reviewing a State's request for a waiver. The guidelines were developed based on (1) an evaluation of experiences in conducting a review of a request by Massachusetts for a waiver in 1978; (2) information provided by Federal, State, and local agencies and by State consumer, advocacy, and professional associations; and (3) a review of monitoring procedures used by other Federal agencies.

21.	A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-79-0669	10/1/79 - 9/30/80 $200,403 10/1/80 - 9/30/81 $480,092 10/1/81 - 9/30/82 $179,906 10/1/82 - 3/31/83 $37,310

Description: This study focused on describing LEA procedures for identifying, assessing, and placing students to determine whether procedures were in place to prevent the erroneous classification of children, particularly misclassification on the basis of race or culture. AMS collected data from 500 schools in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics were addressed: (a) the extent to which LEAs use evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) assessment training needs as identified by the respondents; (d) the extent to which school staff members document evaluation decisions; and (e) the extent to which school systems have students waiting to be evaluated.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
22.	Survey of Special Education Services	Rand Corporation Santa Monica, CA 300-79-0733	10/1/80 - 9/30/81 $225,402

Description: The purpose of this study was to survey and describe the services provided by school districts and the number and nature of services actually received by handicapped children. As a result of cutbacks in Special Studies money, this contract was terminated at the end of the first year.

23.	Study of Student Turnover Between Special and Regular Education	SRI International Menlo Park, CA 300-79-0660	10/1/79 - 3/31/81 $220,299

Description: The purpose of this study was to provide information about student flow between special and regular education. SRI International (1) described the characteristics of children leaving special education and the reasons for their departure, (2) identified the extent to which handicapped children transfer successfully into regular education programs, and (3) identified children who may receive treatment of short duration and therefore may not be receiving services when Federal counts are taken.

24.	Legal Conference on the Surrogate Parent Requirement	Federation for Children with Special Needs Boston, MA 310-1-76-BH-02	5/1/79 - 8/31/79 $35,358

Description: This project investigated the legal issues surrounding P.L. 94-142's surrogate parent requirement and explored as many approaches as possible for responding to these issues. The Federation for Children with Special Needs held a conference in July 1979 that included four State representatives who are involved in the legal aspects of implementing the parent surrogate requirements, two persons from National organizations, and representatives from the General Counsel's Office of HEW, the Justice Department, and program staff. Information provided at this conference, information reported by several States on their experience in implementing the parent surrogate requirement, and independent legal research were used as a basis for analyzing the issues involved. The analysis was used to review the need for policy clarification.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
25.	Analysis of State and Local Implementation Efforts	Newtek Corporation Reston, VA 300-79-0722	10/1/79 - 5/15/80 $31,854

Description: This study was designed to provide information on the budgetary factors at State and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation, investigated the special education budgetary process at the State level and examined in detail budgetary processes in four LEAs selected on the basis of demography. A guidebook was produced describing the Federal funding process for P.L. 94-142 as well as State and local special education funding processes.

26.	State/Local Communication Network for Exploring Critical Issues Related to P.L. 94-142	National Association of State Directors of Special Education (NASDSE) Washington, D.C. 300-79-0721	10/1/79 - 9/30/80 $159,175 10/1/80 - 9/30/81 $195,759 10/1/81 - 9/30/82 $151,320 10/1/82 - 9/30/83 $192,249 10/1/83 - 9/30/84 $183,505 10/1/84 - 9/30/85 $186,129

Description: The Forum project, conducted by NASDSE, provides a communication network for local, State, and Federal levels. All 50 SEAs and more than 100 LEAs are Forum participants. The project conducts analyses of important issues and practices in SEAs and LEAs to assist SEP in providing technical assistance to the field as specified under Section 617 of EHA. The communication network provides SEP a mechanism for obtaining timely feedback on current and emerging trends related to issues and practices in providing a free appropriate public education to all handicapped children. Technical assistance is also given by the project to participating SEAs and LEAs through the communication network.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
27. SEA/LEA Technical Assistance Training	TRISTAR University of North Carolina Chapel Hill, NC 300-79-0661	10/1/79 - 9/30/80 $87,000 10/1/80 - 9/30/81 $73,937

Description: In response to needs identified by SEAs and LEAs for information in specific areas of implementation of P.L. 94-142, SEP funded TRISTAR (a cooperative organization of the North Carolina Department of Public Instruction, the University of North Carolina, and the Wake County Public Schools) in FY 80 and FY 81. During its first year, TRISTAR conducted two conferences for SEAs, LEAs, and the Regional Resource Centers on problems and successful practices in the following areas: child count, child find, individualized education programs, and interagency cooperation. The contractor then provided follow-up technical assistance to participants who requested it. In its second year, TRISTAR focused on providing information to educational agencies on how to reduce adversarial relationships between parents and schools. Technical assistance materials were developed by the project, other resources were identified, and a National topical conference was conducted in June 1980.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
28.	Verification of Procedures to Serve Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-79-0702	10/1/79 - 8/31/80 $97,939 9/1/80 - 8/31/81 $70,000

Description: This study had two components--an assessment component and a secondary component. The assessment component investigated three processes that influence the timeliness with which a school system conducts evaluations for students who have been identified as potentially handicapped--referral/screening, case coordination, and quality control. This component of the study was conducted in the school districts of three cities of moderate size. A total of 94 personnel involved with the evaluation process participated in the study. The secondary component was conducted in two phases. The first phase examined the class schedules of 458 handicapped students in 11 public high schools in two States for information concerning the number and type of handicapped students who received services, the type of coursework the students took, the extent to which they received services in integrated settings, and the extent to which they received services comparable to those of nonhandicapped students. The second phase of the study involved the identification and documentation of promising strategies for serving secondary handicapped students. Strategies were grouped into the following topics: personnel utilization, special education curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
29.	Special Study on Terminology	SRA Technologies Mountain View, California 300-84-0144	5/21/84 - 2/21/85 $209,670

Description: This 9 month study was undertaken to respond to the data requirements of Section 17 of P.L. 98-199 for a "Special Study on Terminology." The purpose of the procurement was to conduct a review and assessment of the impact of the terms "seriously emotionally disturbed" (SED) and "behaviorally disordered" (BD), and their definitions on (a) the number and type of children and youth currently being and anticipated to be served in special and regular education programs, (b) identification, assessment, special education and related services provided and the availability of such services, (c) setting in which special education and related services are provided, (d) attitudes of and relationships among parents, professionals, and children and youth, and (e) training of professional personnel providing special education services. Examples of SED children who are currently effectively and ineffectively served were also provided. The Study will culminate in a report which addresses all of the above data elements.

30.	Feasibility Study: Longitudinal Study On a Sample of Handicapped Students	SRI International Menlo Park, California 300-84-0258	9/27/84 - 9/27/85 $209,670

Description: This contract was developed in response to Section 8, P.L. 98-199 which stipulates that a longitudinal study of a sample of handicapped students be conducted as part of the mandated evaluation effort to assess the impact of P.L. 94-142. Due to the magnitude and importance of the proposed 5 year longitudinal study, this 1 year feasibility study was awarded to develop a conceptual framework, alternative study design plan, site selection plan, student sampling plan, data collection instrumentation, data analysis and reporting plan, and field test design and methodology.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
31.	Survey of Expenditures for Special Education and Related Services at State and Local Levels	Decision Resources Corporation Washington, D.C. 300-84-0257	9/30/84 - 9/29/85 $505,309 9/30/85 - 9/29/86 $506,465 9/30/86 - 9/29/87 $585,495
		Total:	$1,597,269

Description: This Congressionally mandated project will provide SEP with detailed expenditure data and will provide SEAs and LEAs with precise special education expenditure data with which to conduct program planning and budgeting activities. Data will be collected on site from approximately 60 LEAs and 18 SEAs. Expenditure data will be collected by age, category, and source of funding for special education and related services. A key component of this project is the development of a capacity, within selected LEAs and SEAs, to make expenditure data available in a meaningful form.

Appendix 5

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
California State Department of Education "Alternatives to Special Education for Students with Learning Problems"	Dr. Margaret Scheffelin California State Department of Education Special Needs Division Room 610 721 Capitol Mall Sacramento, CA 95814 (916) 323-4768	10/01/84 - 03/31/86 Federal - $122,340 SEA - 81,560 Total - $203,900

Abstract: The California State Department of Education's evaluation study will (1) investigate the effect and effectiveness of alternative functioning student study team models and (2) provide implications for potentially refining current identification procedures and eligibility criteria related to learning disabilities and students requiring special education and related services.

A statistical profile of the referrals made to the student study team will be documented. The study will yield information on the types of interventions that the teams are recommending and the frequency of utilization of each option, including recommended placement in special education services. Students will be tracked according to the IEP Team's recommendations, which may include special classes, resource specialists' programs, designated instruction and services (speech and language therapy, adaptive physical education, or other resources), other program services, or no special education services because the pupil is ineligible for services.

After the students receive the designated assistance for a 4-6 month period, they are re-evaluated to determine if they have progressed in their areas of need. The evaluation will study successful vs. unsuccessful interventions and identify critical aspects predictive of intervention outcomes.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
Connecticut State Department of Education "Assessing the Impact and and Effectiveness of Critical Variables that Affect the Placement of Emotionally Maladjusted Students"	Dr. Thomas Gillung Bureau of Student Services Connecticut State Department of Education P.O. Box 2219 Hartford, CT 06145 (203) 566-3561	11/01/84 - 08/31/86 Federal - $159,399 SEA - 120,480 Total - $279,879

Abstract: The Connecticut State Department of Education proposes to examine the critical variables related to placement of emotionally maladjusted children in out-of-district private facilities and their return to local school districts. The following critical variables will be examined: the characteristics of students placed in out-of-district private facilities; the relationship between the characteristics of public and private school programs and the emotionally maladjusted students placed in these programs; the characteristics of public and private school programs that facilitate the return of emotionally maladjusted students to local school districts; funding characteristics of out-of-district private facility placements; and the cost-effectiveness of placement in out-of-district private facilities vs. local school districts.

There are five phases to the evaluation. In Phase I, the study will identify a list of independent variables through a review of the literature, SEA data, and interviews with an External Advisory Committee. The master list of variables will form the basis for a field survey that will be conducted by a Likert-type instrument to determine if the master list (independent) variables are related to the dependent variables. The dependent variables are the (1) proportion placed out-of-district, (2) proportion placed out-of-district and returned to the LEA each year, and (3) proportion placed out-of-district in excess of three years. The product of Phase I is a final definition and measurement techniques for assessing dependent variables. In Phase II, three sets of instruments will be developed: (1) an instrument to collect SEA data, (2) a program survey on LEA district-level independent variables, and (3) a case study instrument package. In Phase III, data will be collected using the three data collection instruments developed in Phase II. Data analysis will occur in Phase IV, and reporting in Phase V.

State/Title	Project Director/ Address	Grant Period/ Amount
District of Columbia Public Schools "Project REMODEL: Research/Evaluation Model for Secondary Learning Disabled"	Maureen Thomas D.C. Public Schools Division of Special Education Department of Education Webster Administration Building 10th & H Streets, N.W. Washington, D.C. 20001 (202) 724-4018	01/01/85 - 09/30/86 Federal - $165,833 SEA - 112,548 Total - $278,381

Abstract: The District of Columbia Public Schools will examine existing options for serving learning disabled youth in regular education settings and the effectiveness of these options. The instructional options include: (1) regular class placement with itinerant services, (2) resource room help, (3) learning center placement, and (4) career/vocational training program with special education support.

The focus of the study will be on presently operating programs that serve secondary level learning disabled students at least part-time in the mainstream of the school system. At each site, information will be gathered on: (1) the system of delivery of services to students, (2) progress on students, and (3) a follow-up of program graduates at the senior high school level to ascertain the degree to which the program models prepared students for postsecondary experiences. Areas for examination in the system of delivery of services include the keeping of student records, the function of the multidisciplinary team at the school, transportation, health services, and the availability of opportunities for mainstream experiences. Observation, questionnaires, interviews, checklists, parents, review of student progress data, student surveys, and direct measurement of student achievement will serve as the data gathering methods.

Data from each program site evaluated will be obtained. The final report will present the findings from each program.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
Hawaii State Department of Education "Assessment and Improvement of Related Services for All Special Education Students"	Special Needs Branch State Department of Education 3430 Leahi Avenue Honolulu, HI 96815 (808) 737-3720	10/01/84 - 03/31/86 Federal - $131,706 SEA - 89,180 Total - $220,886

Abstract: The Hawaii State Department of Education's evaluation study will use the context-input-process-product (CIPP) model to evaluate several areas. Context evaluation will address the need for information about the environment in which related services must function. Through context evaluation, the social, political, and economic forces that impact on the related services system as a whole will be identified and described.

Input evaluation will assess the present use of system resources. A descriptive study of the present system will analyze available data on each related service in terms of students served by handicapping condition (frequency and percentage), location (Hawaii's seven educational districts), nature of service (direct or indirect), frequency of service (average per month, and cost of service per unit). This information will serve as a base to plan structural changes (e.g., redistribution of resources).

Process/product evaluation will focus on the identification and solution of service implementation problems. A descriptive study of the process of providing related services will focus on a small group of students from three schools or classrooms who are representative of the system as a whole. The students will be described in terms of product measures and indicators of objective accomplishment. Each student will receive the planned related service as indicated in the students' IEP. Product measures will then be taken at the end of the predetermined time interval to assess the effectiveness and impact of related services.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
Illinois State Board Department of Education "The Effectiveness of Options for Educating Learning Disabled Students in Illinois"	Specialized Educational Services Illinois State Board of Education 100 North First Street Springfield, IL 62777 (217) 782-6601	11/06/84 - 04/30/86 Federal - $ 60,000 SEA - 44,030 Total - $104,030

Abstract: The Illinois State Board of Education's evaluation study will examine options that currently exist for serving learning disabled students in Illinois within the regular educational program, and the effectiveness of these options. Alternative delivery systems will be identified on a continuum, and data on the number of students served by each will be collected. The study will investigate the methods used to determine the type of delivery for various types of students.

A comprehensive profile of the Statewide learning disabilities delivery system, based upon the incidence of various types of students in each type of alternative program, will be developed. The evaluation will assess the effects of participation in the various types of major remedial delivery systems.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
Louisiana Department of Education "Proposal for a Statewide Evaluation of Early Education Programs for Handicapped Children in Louisiana"	Dr. Betty Anderson Louisiana Department of Education P.O. Box 44064 Baton Rouge, LA 70804 (504) 342-3633	01/01/85 - 06/30/86 Federal - $113,781 SEA - 89,108 Total - $202,889

Abstract: The Louisiana Department of Education proposes a Statewide evaluation of the early education program for handicapped children in Louisiana. The primary focus of data collection will be at the program level, and on program variations. Data will be collected on all 68 local programs. Areas of concern include referral, identification, assessment, placement, treatment, duration of treatment, related and support services, and placement after exit. Participants in the study include teachers, aides, children, parents, assessment personnel, and central office administrators.

Child data will be tied to program data for analyses so that comparisons can be made among the programs. When data is needed in addition to that available through the Louisiana Network of Special Education Records (LANSER), classroom observations, time-on-task, and placement after exit data will be collected.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
Massachusetts Department of Education "An Assessment of the Impact and Effectiveness of Special Education: Summary of Comprehensive Local Evaluation Findings"	Judith Riegelhaupt Special Education Division State Department of Education Quincy Center Plaza 1385 Hancock Street Quincy, MA 02169 (617) 770-7468	10/01/84 - 03/30/86 Federal - $ 99,853 SEA - 71,857 Total - $171,710

Abstract: The Massachusetts Department of Education's evaluation study will examine and aggregate the results of special education program evaluations independently conducted by local educational agencies in the State of Massachusetts to identify program impact and effectiveness. A comprehensive analysis of information collected at the local level will be conducted to provide a Statewide perspective.

In Phase I of the study, all LEAs in the State of Massachusetts will be surveyed to identify evaluation methods being employed, the reasons for their selection, and suggestions for modification. The project will report on these evaluation procedures. Those LEAs that use the Management Tool Model will submit copies of their evaluation report's raw data. A sample of LEAs will be interviewed, and through the interviews and site observations the project will determine if results correspond with evaluation findings, and if evaluation validity is differentially affected by the type of LEA in which the evaluation was conducted.

In Phase II, an evaluation of a representative sample of evaluations conducted in Massachusetts LEAs in 1981-1982 using a modified Management Tool Model will be analyzed. This process will provide information on the impact of special education programming upon handicapped students throughout the State. Student objectives will be rank-ordered by level of achievement and intra-district comparisons will be made. An evaluation data base will be established that will continue to be used and expanded by the Massachusetts State Department of Education for the purpose of longitudinal study.

In Phase III, a panel-reaction format conference will be held to review the findings, to provide critical insight and assist in contextual interpretation.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
Minnesota Department of Education "The Impact and Effectiveness of Educational Services to Learning Disabled Students Served Within Regular Education."	Thomas Lombard Minnesota Department of Education Capitol Square Building Room 813 550 Cedar Street St. Paul, MN 55101 (612) 296-4163	01/01/85 - 06/30/86 Federal - $131,938 SEA - 88,011 Total - $219,949

Abstract: The Minnesota Department of Education's evaluation study will determine the impact and effectiveness of local programs serving learning disabled students within regular education.

A descriptive phase of the evaluation will describe trends in placement of Minnesota students in LD programs. Data from 434 school districts on rate of identification and growth rate of LD programs over the past 5 years will be described, along with data from Iowa and Colorado, and National incidence data from SEP. In the comparative phase, two groups of 10 school districts will be compared between and within groups, on nonspecial education alternative services, school effectiveness characteristics, regular education curriculum expectations, and referral outcomes for full caseload programs. Surveys or rating scales will be used to collect the data. Participating school districts will be those that were identified as ranking highest and lowest on combined service and growth rates in the descriptive phase of the evaluation. A 10 percent random sample of K-6, LD students will be compared on validity rates for placement, period of time and age range, special areas of need, and extent of related services. The data will be collected from student records. An experimental phase will examine changes over time in a school district that uses a decisionmaking model intended to reduce overdependence on special education resources and increase the involvement of regular education. The subjects of the experimental phase of the evaluation will be all K-6 students referred for low achievement in a large district or group of districts using a decision-making model, and a sample of K-6 students previously placed in a district LD program. All K-6 sites will be assessed for school effectiveness characteristics and compared with high/low service districts from the comparative phase of the evaluation.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
New York State Education Department "Evaluation of the Impact and Effectiveness of New York State's Effort Toward the Provision of a Free Appropriate Public Education - Evaluation of Secondary Programming for Mildly Handicapped Students"	Lawrence Gloeckler Office for Education of Children with Handicapping Conditions N.Y. State Department of Education Education Building Annex Room 1073 Albany, NY 12234 (518) 474-5548	10/01/84 - 03/31/86 Federal - $ 60,000 SEA - 40,000 Total - $100,000

Abstract: The New York State Education Department will assess the impact and effectiveness of the curriculum and special education services provided to secondary level mildly handicapped students in order to evaluate the State's effort toward provision of a free appropriate public education. The study will evaluate the impact and effectiveness of these programs and services in assisting handicapped students to achieve credits and pass required State examinations that lead to receipt of a diploma or to achieve post-school success, i.e., employment through alternative programs provided by local educational agencies.

The evaluation will use a sample of 75 local school districts in upstate New York and New York City to answer each of the four objectives. Data will be collected on mildly handicapped students who entered secondary programs in 1980 and in 1981 and completed their programs in 1984 and 1985, respectively, in order to develop 2 years of baseline data. Procedures will include review of mildly handicapped students' cumulative record cards and academic folders.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
Oregon Department of Education "State Evaluation Consortium to Evaluate Special Education Services"	Robert J. Siewert Special Education and Student Services State Department of Education 700 Pringle Parkway S.E. Salem, OR 97310 (503) 378-2265	01/01/85 - 06/30/86 Federal - $121,938 SEA - 81,605 Total - $203,543

Abstract: The Oregon Department of Education and the Alaska Department of Education are conducting a joint evaluation study, with the assistance of the Northwest Regional Educational Laboratory. The study will assess the effects of projects in small rural and medium sized school districts, and describe service delivery costs.

The project will collect and review existing documents from a sample of districts, conduct a literature review, and conduct a survey of districts in Alaska and Oregon to be used in the development of prototype impact evaluation designs, program description protocols, and descriptions of standards. The materials will be field tested, and based on the field test, materials will be revised for use in the larger scale data collection effort. Data will then be collected to answer specific questions related to the project objectives: How are funding models being used by districts? Which small, rural schools are providing the most effective services, how much do these services cost, and which components can be used elsewhere? How do actual program outcomes relate to current standards--how do actual outcomes relate to desired outcomes?

The data will be analyzed to determine:

- How the costing of projects in Oregon matches up to costing models used to fund programs.
- Criteria by which students are assigned to services by districts.
- Stated goals to actual performance.

- Which small, rural districts have a good balance of cost with impact.

- Which districts are differentially most and least effective.

ABSTRACTS OF STATE EDUCATIONAL AGENCY/FEDERAL EVALUATION STUDIES PROGRAM COOPERATIVE AGREEMENTS FOR FY 84

State/Title	Project Director/ Address	Grant Period/ Amount
Washington Superintendent of Public Instruction "Evaluation of Learning Disabled Identification Procedures in the State of Washington: Effectiveness, Impact and Bias"	Dr. Greg Kirsch Office of Superintendent of Public Instruction Old Capital Building FG-11 Olympia, WA 98504 (206) 753-6733	01/01/85 - 06/30/86 Federal - $ 94,950 SEA - 77,822 Total - $172,772

Abstract: The Washington Superintendent of Public Instruction will evaluate the potential impact of alternative learning disabilities discrepancy formulas in relation to the alternative educational options available in LEAs in the State of Washington to meet the needs of children referred for special education and related services.

The evaluation consists of several phases. Phase I will focus on computer simulation of outcomes and expected impacts resulting from applying alternative LD identification discrepancy formulas. Phase II will determine the pattern of discrepancy, scores across achievement areas and their corresponding level of severity for children referred as potentially eligible for special education and related services. Phase III will determine the effectiveness of available education program options (i.e., regular, compensatory, and special education) for educating the children referred in Phase II. Phase IV will synthesize the reports prepared in Phases I, II, and III into a final report and disseminate project findings.

Appendix 6

Table 6A1

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	84,433	24,201	17,268	34,403	4,947	1,115	1,021	405	575	442	51
ALASKA	11,110	6,413	2,957	655	299	182	228	222	84	49	33
ARIZONA	51,679	25,872	11,044	9,748	5,330	1,060	938	559	746	393	0
ARKANSAS	48,723	30,593	10,202	15,122	630	655	650	331	286	270	14
CALIFORNIA	363,613	201,566	90,178	28,447	8,995	7,178	4,706	7,175	12,845	2,278	336
COLORADO	45,634	20,210	7,821	5,846	7,970	993	1,784	922	0	308	78
CONNECTICUT	65,426	30,003	13,036	5,724	13,176	971	585	344	888	699	0
DELAWARE	15,018	7,118	1,894	1,924	3,187	319	92	259	85	140	33
DISTRICT OF COLUMBIA	7,009	2,937	1,633	1,307	727	78	90	39	110	59	33
FLORIDA	158,653	58,351	48,308	27,445	17,984	2,003	0	1,998	1,718	771	78
GEORGIA	109,038	35,071	25,801	26,680	17,902	1,678	109	884	392	588	23
HAWAII	12,738	7,812	2,284	1,378	437	300	147	289	3	75	18
IDAHO	17,953	8,488	4,419	2,952	841	141	298	281	368	164	1
ILLINOIS	287,426	96,218	75,735	43,985	30,510	4,183	0	4,407	1,885	1,418	109
INDIANA	102,996	30,095	41,426	24,010	3,146	1,336	1,367	821	222	562	11
IOWA	56,534	21,271	14,508	12,236	5,395	993	719	936	200	207	71
KANSAS	42,907	16,486	13,201	6,443	4,111	717	759	561	371	278	10
KENTUCKY	74,492	21,454	25,160	20,934	2,437	1,297	1,425	817	427	494	47
LOUISIANA	85,732	40,536	21,395	13,643	4,131	1,569	1,299	778	1,774	580	27
MAINE	27,069	9,465	6,447	4,894	4,128	431	771	421	358	140	17
MARYLAND	90,668	47,066	24,675	7,651	4,104	1,487	3,455	880	672	606	52
MASSACHUSETTS	139,338	50,245	32,043	29,742	19,188	1,909	1,267	1,479	2,015	868	562
MICHIGAN	158,293	55,907	43,160	26,036	21,280	3,216	188	4,429	178	899	0
MINNESOTA	78,916	35,641	19,068	13,296	6,743	1,664	0	1,281	779	418	26
MISSISSIPPI	51,688	18,407	17,616	13,772	422	579	288	374	4	220	40
MISSOURI	99,141	37,061	31,919	18,927	7,363	1,000	638	807	857	457	112
MONTANA	15,480	7,425	4,753	1,429	778	280	396	107	141	183	21
NEBRASKA	30,378	12,074	8,796	5,541	2,247	577	389	561	0	182	6
NEVADA	13,557	7,173	3,136	1,014	873	229	382	284	403	59	2
NEW HAMPSHIRE	15,233	8,861	2,685	1,326	1,240	358	213	157	264	121	8
NEW JERSEY	185,622	65,606	60,170	11,287	15,076	1,814	8,483	917	904	1,338	27
NEW MEXICO	27,125	12,064	7,745	2,553	2,510	458	1,209	353	81	146	6
NEW YORK	280,857	133,536	39,877	35,445	45,197	5,211	7,944	3,702	7,859	1,861	125
NORTH CAROLINA	121,755	52,013	26,780	29,617	6,420	2,201	1,796	911	1,281	694	42
NORTH DAKOTA	11,569	4,780	3,903	1,930	368	227	23	220	35	81	2
OHIO	201,150	72,476	56,196	55,647	6,496	2,644	3,249	3,451	0	965	26
OKLAHOMA	65,401	28,393	20,351	12,258	1,154	834	1,407	418	242	300	44
OREGON	48,872	24,506	11,493	4,556	2,603	1,355	147	899	574	680	59
PENNSYLVANIA	196,442	87,092	60,619	44,850	16,322	3,955	0	2,033	0	1,563	6
PUERTO RICO	38,153	2,055	1,406	31,375	859	2,082	2,014	563	1,970	2,767	62
RHODE ISLAND	18,354	11,883	3,113	1,446	1,191	227	22	235	154	69	14
SOUTH CAROLINA	72,452	22,462	19,957	21,171	5,845	1,199	365	723	211	511	8
SOUTH DAKOTA	11,870	4,008	4,858	1,582	377	249	400	227	63	85	15
TENNESSEE	103,867	43,373	31,427	18,889	3,068	2,035	1,754	1,118	1,444	714	25
TEXAS	295,637	155,707	66,752	29,417	18,247	5,213	5,012	3,979	7,031	2,126	153
UTAH	41,144	13,761	9,054	3,145	11,878	849	1,536	306	230	359	26
VERMONT	9,880	3,289	2,564	2,549	352	259	182	89	191	398	7
VIRGINIA	102,556	40,113	30,903	15,618	7,024	1,476	4,124	640	850	1,769	19
WASHINGTON	66,855	33,319	14,170	9,121	3,686	1,398	1,893	1,147	1,671	391	59
WEST VIRGINIA	42,796	15,730	12,763	10,600	1,688	462	587	381	273	300	15
WISCONSIN	73,823	29,462	16,921	13,360	10,286	1,134	971	826	596	439	32
WYOMING	11,511	5,422	3,434	961	943	141	101	185	295	62	7
AMERICAN SAMOA	438	0	7	354	2	19	21	15	2	2	6
GUAM	2,066	610	264	897	59	59	126	24	3	18	9
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	123	0	0	78	9	0	25	0	0	3	9
BUR. OF INDIAN AFFAIRS	5,225	2,805	1,274	619	211	37	176	89	21	23	0
U.S. AND TERRITORIES	4,341,399	1,811,489	1,130,989	750,534	362,073	74,279	67,837	56,209	54,621	31,576	2,512

THE FIGURES REPRESENT CHILDREN 0-20 YEARS SERVED UNDER P.L. 89-313
AND CHILDREN 3-21 SERVED UNDER P.L. 94-14

Table 6A2

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	83,339	24,200	17,288	34,289	4,737	675	935	405	575	272	23
ALASKA	8,312	4,972	2,279	306	240	131	148	148	49	29	12
ARIZONA	50,499	25,570	10,980	5,634	5,329	803	720	448	675	250	0
ARKANSAS	45,308	30,540	10,061	12,978	803	379	334	125	185	107	3
CALIFORNIA	380,588	201,527	90,178	28,989	8,981	5,196	4,708	7,175	12,845	2,224	185
COLORADO	41,884	20,099	7,481	3,570	7,680	808	1,181	616	0	351	0
CONNECTICUT	62,310	29,083	13,019	4,924	12,788	683	981	344	887	34	0
DELAWARE	11,487	6,178	1,839	1,112	2,353	93	17	43	31	20	1
DISTRICT OF COLUMBIA	2,909	1,080	1,471	128	88	58	0	1	5	37	0
FLORIDA	149,891	58,347	48,308	21,941	15,837	1,333	0	1,897	1,634	642	54
GEORGIA	108,073	35,083	25,881	25,932	16,988	983	0	800	250	429	4
HAWAII	12,086	7,794	2,283	1,100	370	209	106	153	3	64	2
IDAHO	17,878	8,468	4,419	2,919	534	298	204	281	368	71	1
ILLINOIS	223,476	91,470	74,333	31,330	21,802	1,340	0	1,388	1,514	473	40
INDIANA	95,430	29,913	40,884	19,979	2,708	710	512	384	18	318	5
IOWA	56,854	21,289	14,906	12,042	5,274	798	683	929	199	179	18
KANSAS	41,049	16,416	12,919	6,133	3,818	414	384	477	301	217	0
KENTUCKY	71,383	21,346	34,914	10,780	2,148	871	935	627	388	351	43
LOUISIANA	80,583	40,388	21,388	11,005	3,684	989	644	984	1,502	470	7
MAINE	25,583	9,417	6,414	4,383	3,648	300	612	397	285	122	4
MARYLAND	88,184	47,019	24,882	6,820	3,992	1,042	3,047	832	640	393	17
MASSACHUSETTS	124,788	45,107	38,887	28,888	17,194	1,703	947	1,320	1,813	780	887
MICHIGAN	146,932	58,900	43,180	16,879	19,582	2,976	131	4,429	0	672	0
MINNESOTA	78,338	35,641	19,088	13,008	6,662	1,470	0	1,281	779	385	16
MISSISSIPPI	50,490	18,406	17,491	13,220	421	301	189	319	0	100	7
MISSOURI	95,282	37,061	31,919	16,479	7,383	798	636	807	857	280	112
MONTANA	15,068	7,420	4,782	1,380	798	123	348	105	141	61	3
NEBRASKA	29,993	12,074	6,796	5,443	3,154	488	388	951	0	145	0
NEVADA	12,932	7,171	2,993	948	726	337	295	246	288	55	2
NEW HAMPSHIRE	13,419	8,889	2,904	826	1,006	14	106	106	223	4	1
NEW JERSEY	180,346	65,597	60,189	9,083	14,641	1,387	7,446	916	875	248	14
NEW MEXICO	26,851	12,064	7,745	2,533	2,440	299	1,081	345	81	77	6
NEW YORK	244,988	131,818	34,333	38,001	35,102	2,878	3,106	1,314	7,357	1,484	0
NORTH CAROLINA	117,845	51,981	26,761	28,530	5,862	1,282	990	798	1,150	498	13
NORTH DAKOTA	11,049	4,741	3,880	1,724	388	188	0	124	28	44	1
OHIO	191,895	73,476	56,196	46,810	6,156	2,488	3,249	3,451	0	848	28
OKLAHOMA	63,738	28,374	20,380	11,848	1,080	533	988	361	212	181	42
OREGON	41,480	24,484	11,449	2,026	2,024	298	0	898	442	124	0
PENNSYLVANIA	178,319	84,288	60,384	36,578	12,005	2,788	0	1,178	0	1,137	8
PUERTO RICO	34,058	2,088	1,408	20,843	818	2,088	1,983	433	1,815	2,754	62
RHODE ISLAND	17,945	11,844	3,108	1,261	1,198	158	17	190	180	53	8
SOUTH CAROLINA	71,300	22,378	18,987	20,470	5,817	943	280	721	211	444	8
SOUTH DAKOTA	11,270	4,002	4,898	1,314	330	188	408	114	94	40	4
TENNESSEE	102,388	43,348	31,437	18,488	2,627	1,702	1,881	1,118	1,440	803	13
TEXAS	280,083	158,067	68,314	24,208	16,890	907	3,618	3,398	5,981	1,890	52
UTAH	39,848	13,783	9,008	2,781	11,744	309	1,388	224	207	118	22
VERMONT	7,488	3,218	2,817	1,198	298	112	11	97	81	38	2
VIRGINIA	98,909	40,087	30,901	15,321	6,738	1,184	3,618	588	690	425	9
WASHINGTON	63,231	32,983	13,980	7,862	3,511	1,089	1,075	821	1,862	290	8
WEST VIRGINIA	41,351	15,704	12,814	10,110	1,819	303	282	310	133	204	2
WISCONSIN	71,201	39,432	16,610	12,162	10,071	881	801	643	498	290	15
WYOMING	10,181	5,318	2,749	798	893	102	0	113	148	42	2
AMERICAN SAMOA	239	0	4	191	1	10	11	7	1	1	3
GUAM	1,849	610	232	786	14	2	5	23	2	5	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	5,229	2,805	1,274	619	211	27	176	59	21	23	0
U.S. AND TERRITORIES	4,094,108	1,788,864	1,114,889	653,083	320,899	48,659	50,708	45,199	49,618	21,246	1,447

Table 6A3

NUMBER OF CHILDREN AGES 3-5 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	2,344	47	1,980	179	16	42	55	14	5	5	2
ALASKA	561	31	455	15	1	19	23	8	8	1	0
ARIZONA	1,667	81	1,240	146	34	39	75	37	2	13	0
ARKANSAS	2,377	46	1,997	126	14	52	70	21	42	9	0
CALIFORNIA	19,130	2,052	11,013	2,594	124	836	706	1,166	437	190	11
COLORADO	1,563	223	914	40	60	80	173	58	0	15	0
CONNECTICUT	3,566	354	2,649	99	134	85	87	73	79	6	0
DELAWARE	642	218	263	73	46	11	10	7	10	4	0
DISTRICT OF COLUMBIA	484	6	432	4	27	8	0	1	3	3	0
FLORIDA	6,575	142	5,022	583	167	171	0	283	127	77	3
GEORGIA	5,264	66	4,177	497	341	66	0	76	14	27	0
HAWAII	494	46	291	41	2	30	33	41	0	10	0
IDAHO	582	58	317	104	21	13	51	11	0	7	0
ILLINOIS	20,434	2,931	15,325	720	871	166	0	198	184	34	5
INDIANA	4,693	53	4,269	193	16	52	81	18	1	10	0
IOWA	5,027	111	3,216	1,074	116	115	95	242	28	28	2
KANSAS	2,666	217	1,909	239	64	43	57	63	42	32	0
KENTUCKY	3,837	295	3,118	192	18	44	79	47	25	17	2
LOUISIANA	4,967	392	3,086	697	49	178	207	103	206	49	0
MAINE	2,260	98	1,433	309	117	47	128	71	29	26	2
MARYLAND	5,666	317	3,993	380	78	105	466	212	117	38	2
MASSACHUSETTS	6,176	370	3,044	1,142	815	214	238	320	370	63	0
MICHIGAN	11,676	1,661	7,675	481	299	361	10	879	0	93	0
MINNESOTA	7,866	965	5,286	771	233	228	0	288	93	58	6
MISSISSIPPI	1,461	1	1,231	148	6	14	23	32	0	6	0
MISSOURI	6,409	535	5,037	187	209	69	235	45	30	12	47
MONTANA	1,490	75	1,217	76	12	22	52	24	7	5	0
NEBRASKA	2,569	139	1,612	259	51	63	102	197	0	16	0
NEVADA	786	52	453	21	22	96	119	16	0	6	1
NEW HAMPSHIRE	870	31	686	24	4	1	43	36	43	2	0
NEW JERSEY	8,280	180	3,672	73	17	78	4,171	45	32	11	1
NEW MEXICO	1,139	20	702	111	50	19	126	65	24	22	0
NEW YORK	7,585	632	4,585	409	508	173	180	174	830	94	0
NORTH CAROLINA	6,088	84	5,081	492	35	74	148	82	64	27	1
NORTH DAKOTA	895	74	646	76	13	26	0	47	7	5	1
OHIO	7,018	137	5,510	290	94	396	335	206	0	48	2
OKLAHOMA	5,351	152	4,270	194	12	109	423	101	36	39	15
OREGON	1,277	83	1,045	28	15	18	0	49	25	14	0
PENNSYLVANIA	8,164	485	6,401	696	158	213	0	143	0	68	0
PUERTO RICO	1,661	80	593	347	78	94	115	126	201	54	13
RHODE ISLAND	1,136	356	536	121	38	25	5	34	12	10	0
SOUTH CAROLINA	4,497	19	3,543	519	38	72	130	73	66	37	1
SOUTH DAKOTA	1,700	100	1,279	108	11	27	130	31	6	7	1
TENNESSEE	7,577	215	6,295	370	48	147	243	191	27	43	1
TEXAS	18,974	2,822	12,633	1,269	167	102	583	809	571	227	11
UTAH	2,129	299	1,075	187	249	30	223	45	29	15	7
VERMONT	533	16	451	40	0	5	3	9	4	5	0
VIRGINIA	9,265	180	6,267	282	129	148	2,062	89	45	62	1
WASHINGTON	4,884	334	3,019	787	123	166	191	181	67	34	0
WEST VIRGINIA	2,113	35	1,831	112	11	29	54	31	4	6	0
WISCONSIN	7,823	1,257	4,397	1,172	402	188	161	154	47	44	1
WYOMING	449	31	378	21	5	1	0	7	5	1	0
AMERICAN SAMOA	25	0	4	8	0	1	6	5	1	0	0
GUAM	55	2	46	2	0	0	0	5	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	273	9	197	32	1	2	11	9	8	4	0
U.S. AND TERRITORIES	243,087	19,204	166,176	19,052	5,880	5,374	12,500	7,031	4,015	1,736	136

Table 6A4

NUMBER OF CHILDREN AGES 6-17 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	74,679	22,682	15,245	29,882	4,439	572	751	353	497	240	18
ALASKA	7,308	4,635	1,817	247	210	93	95	135	39	25	12
ARIZONA	46,441	24,733	9,721	4,673	5,059	820	269	380	572	214	0
ARKANSAS	41,224	19,712	8,005	12,053	579	312	237	96	131	97	2
CALIFORNIA	326,670	193,197	78,722	19,342	7,970	4,789	3,285	5,496	11,858	1,894	117
COLORADO	38,370	19,123	6,534	3,066	7,331	666	905	519	0	226	0
CONNECTICUT	56,303	27,279	10,315	4,605	12,012	547	486	258	775	26	0
DELAWARE	10,404	5,755	1,374	928	2,199	74	6	35	17	15	1
DISTRICT OF COLUMBIA	2,228	989	1,031	102	28	49	0	0	2	27	0
FLORIDA	137,570	56,243	43,073	18,792	14,972	1,007	0	1,500	1,394	543	46
GEORGIA	96,883	33,944	21,423	23,069	16,323	820	0	683	227	392	2
HAWAII	11,263	7,571	1,989	962	350	133	71	130	3	52	2
IDAHO	16,353	8,422	4,101	2,770	490	289	12	156	77	56	0
ILLINOIS	195,339	85,697	56,715	27,725	13,253	1,132	0	1,125	1,255	411	26
INDIANA	88,580	29,080	36,559	18,659	2,609	606	415	354	16	296	2
IOWA	48,078	20,173	11,270	9,717	4,925	599	451	641	150	140	12
KANSAS	36,852	15,712	10,996	5,205	3,525	344	262	383	249	176	0
KENTUCKY	65,148	20,358	21,782	18,181	2,064	781	774	539	318	320	34
LOUISIANA	71,314	38,154	18,122	8,466	3,426	726	377	425	1,235	381	2
MAINE	22,263	8,967	4,957	3,655	3,386	227	433	309	240	87	2
MARYLAND	77,577	44,690	20,420	4,958	3,301	861	2,008	540	448	340	11
MASSACHUSETTS	113,345	43,151	25,503	23,802	15,641	1,360	487	907	1,360	567	567
MICHIGAN	127,892	54,521	35,194	13,638	18,360	2,237	25	3,203	0	714	0
MINNESOTA	67,251	33,528	13,756	10,772	6,071	1,154	0	981	664	315	10
MISSISSIPPI	46,631	17,592	16,183	11,672	405	255	148	277	0	93	6
MISSOURI	86,612	35,372	26,794	14,828	6,882	628	363	694	753	239	59
MONTANA	12,991	7,021	3,525	1,116	706	96	267	77	129	51	3
NEBRASKA	26,021	11,372	6,960	4,575	2,045	349	224	378	0	118	0
NEVADA	11,844	6,993	2,535	820	695	110	153	231	255	51	1
NEW HAMPSHIRE	11,982	6,125	1,906	689	952	12	59	67	170	2	0
NEW JERSEY	146,238	63,001	56,268	7,375	13,648	1,179	2,985	780	767	225	10
NEW MEXICO	24,407	11,583	6,957	2,073	2,312	264	847	260	55	51	5
NEW YORK	223,895	125,682	29,462	23,065	32,571	2,095	2,682	1,038	6,049	1,271	0
NORTH CAROLINA	106,127	49,744	21,667	25,039	5,651	1,136	756	663	1,017	446	8
NORTH DAKOTA	6,159	2,240	2,979	611	162	91	0	37	17	22	0
OHIO	177,575	70,080	50,531	42,903	5,616	1,806	2,658	3,038	0	741	22
OKLAHOMA	58,684	27,380	18,061	10,723	1,007	395	556	248	174	136	25
OREGON	38,727	23,688	10,387	1,615	1,588	208	0	507	351	102	0
PENNSYLVANIA	181,116	60,800	53,741	31,163	11,189	2,335	0	872	0	1,008	8
PUERTO RICO	24,230	1,960	593	15,780	706	1,159	1,515	288	882	1,351	36
RHODE ISLAND	16,042	11,097	2,568	891	1,053	110	9	141	130	38	5
SOUTH CAROLINA	63,685	21,764	16,348	17,873	5,661	806	106	602	132	387	6
SOUTH DAKOTA	9,205	3,737	3,568	1,072	292	125	258	79	40	31	3
TENNESSEE	89,049	40,835	25,044	15,597	2,344	1,379	1,190	825	1,289	535	11
TEXAS	248,801	144,666	55,544	19,990	16,029	715	2,830	2,572	5,120	1,284	31
UTAH	36,667	13,323	7,902	2,426	11,323	279	948	172	177	100	15
VERMONT	6,747	3,104	2,063	1,045	280	99	7	45	74	29	1
VIRGINIA	85,829	38,397	24,483	12,823	6,380	936	1,327	482	593	442	6
WASHINGTON	55,870	31,935	10,863	6,397	3,252	831	760	609	1,369	246	6
WEST VIRGINIA	36,604	14,573	10,548	6,877	1,508	295	288	246	123	184	2
WISCONSIN	59,889	26,866	12,149	9,546	9,233	609	362	461	425	229	9
WYOMING	9,317	5,061	2,388	684	830	97	0	103	136	38	2
AMERICAN SAMOA	188	0	0	188	1	9	5	1	0	1	2
GUAM	1,489	579	186	683	13	2	5	16	1	4	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4,673	2,627	1,062	538	199	33	147	42	12	12	0
U.S. AND TERRITORIES	3,664,826	1,899,070	941,847	557,909	299,536	38,304	33,083	34,941	41,767	17,021	1,150

Table 6A5

NUMBER OF CHILDREN AGES 18-21 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	6,316	1,471	43	4,198	273	61	129	38	73	27	3
ALASKA	443	308	7	44	29	19	30	3	2	3	0
ARIZONA	2,391	1,056	19	805	236	44	76	31	101	23	0
ARKANSAS	1,704	782	58	799	10	15	17	8	12	1	1
CALIFORNIA	14,788	6,278	443	5,033	487	574	713	513	550	140	57
COLORADO	1,731	753	43	464	289	60	73	39	0	10	0
CONNECTICUT	2,441	1,450	55	320	609	51	8	13	33	2	0
DELAWARE	441	205	2	112	108	7	1	1	4	1	0
DISTRICT OF COLUMBIA	91	55	8	20	0	1	0	0	0	7	0
FLORIDA	5,548	1,982	211	2,986	398	155	0	114	113	22	5
GEORGIA	3,926	1,043	61	2,366	294	97	0	44	9	10	2
HAWAII	329	177	3	97	16	26	4	2	0	2	0
IDAHO	643	8	1	42	23	14	141	114	291	8	1
ILLINOIS	7,706	2,842	293	2,875	1,478	42	0	63	78	28	9
INDIANA	2,157	799	56	1,127	83	50	16	10	1	12	3
IOWA	2,749	985	20	1,251	233	42	138	46	21	11	4
KANSAS	1,531	487	14	689	229	27	35	31	10	9	0
KENTUCKY	2,368	696	14	1,387	86	48	82	41	15	14	7
LOUISIANA	4,301	1,822	151	1,842	209	85	60	26	61	40	5
MAINE	1,059	392	24	419	145	26	51	17	16	9	0
MARYLAND	4,899	2,012	249	1,503	313	76	573	80	75	15	4
MASSACHUSETTS	5,168	1,566	150	1,714	1,038	129	222	93	83	150	0
MICHIGAN	7,364	2,701	91	2,780	923	378	96	347	0	68	0
MINNESOTA	3,219	1,148	56	1,493	358	88	0	42	22	12	0
MISSISSIPPI	2,358	813	77	1,400	10	32	14	10	0	1	1
MISSOURI	3,231	1,154	86	1,464	272	59	40	65	74	9	6
MONTANA	578	324	10	156	38	5	29	4	5	5	0
NEBRASKA	1,383	563	24	609	58	53	39	26	0	11	0
NEVADA	302	126	5	104	9	21	23	1	11	2	0
NEW HAMPSHIRE	586	393	12	113	49	1	4	3	10	0	1
NEW JERSEY	5,828	2,376	229	1,645	976	130	290	91	76	12	3
NEW MEXICO	1,105	461	86	349	78	16	88	20	2	4	1
NEW YORK	13,506	5,304	266	4,837	2,023	410	286	102	478	89	0
NORTH CAROLINA	5,660	2,133	43	2,999	176	72	86	53	69	25	4
NORTH DAKOTA	3,995	2,427	235	1,037	190	38	0	40	11	17	0
OHIO	7,102	2,279	115	3,887	248	283	256	207	0	57	2
OKLAHOMA	1,704	863	19	731	31	29	10	12	2	6	2
OREGON	1,476	693	37	383	121	28	0	140	66	8	0
PENNSYLVANIA	9,039	2,981	222	4,714	660	240	0	161	0	61	0
PUERTO RICO	8,127	35	220	4,436	34	806	363	39	832	1,349	13
RHODE ISLAND	787	392	4	249	66	23	3	15	8	5	3
SOUTH CAROLINA	3,018	596	66	2,078	121	65	14	48	11	20	1
SOUTH DAKOTA	365	185	11	134	17	4	20	4	8	2	0
TENNESSEE	5,799	2,298	68	2,489	238	176	218	102	124	25	1
TEXAS	12,317	7,559	137	2,946	764	90	225	217	290	79	10
UTAH	752	131	26	188	172	10	214	7	1	3	0
VERMONT	208	98	3	74	15	8	1	3	3	2	1
VIRGINIA	4,515	1,520	151	2,216	249	70	227	37	22	21	2
WASHINGTON	2,487	1,104	78	808	136	70	124	31	128	10	0
WEST VIRGINIA	2,634	1,096	235	1,121	100	19	10	33	6	14	0
WISCONSIN	3,489	1,309	84	1,444	436	104	58	38	24	17	5
WYOMING	385	226	5	91	58	4	0	3	5	3	0
AMERICAN SAMOA	16	0	0	14	0	0	0	1	0	0	1
GUAM	105	29	0	71	1	0	0	2	1	1	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	280	169	15	49	11	2	18	8	1	7	0
U.S. AND TERRITORIES	189,393	70,992	4,666	76,121	15,203	4,981	5,123	3,227	3,832	2,469	158

Table 6A6

NUMBER OF CHILDREN AGES 0-20 YEARS SERVED UNDER P.L. 89-313
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	1,089	1	0	144	220	440	86	0	0	170	28
ALASKA	2,798	1,441	678	349	59	51	78	76	38	20	11
ARIZONA	1,180	2	64	124	1	457	206	111	71	142	0
ARKANSAS	3,418	53	141	2,144	27	276	326	206	71	163	11
CALIFORNIA	3,028	58	0	1,478	414	980	0	0	0	54	41
COLORADO	3,970	111	330	1,978	290	187	633	306	0	57	78
CONNECTICUT	3,116	930	17	800	421	288	4	0	1	689	0
DELAWARE	3,531	937	255	811	804	227	75	216	54	120	32
DISTRICT OF COLUMBIA	4,206	1,687	162	1,181	672	17	90	38	106	22	32
FLORIDA	8,982	4	2	5,504	2,447	670	0	101	84	129	21
GEORGIA	2,985	18	140	748	944	695	108	61	102	129	19
HAWAII	683	18	1	275	87	91	39	136	0	11	14
IDAHO	378	0	0	38	7	148	94	0	0	93	0
ILLINOIS	33,948	4,748	1,402	11,865	8,908	2,823	0	3,021	371	948	68
INDIANA	7,586	183	542	4,031	438	626	855	437	204	244	6
IOWA	680	2	0	194	131	237	37	7	1	28	53
KANSAS	1,888	40	282	310	293	303	408	84	70	81	10
KENTUCKY	3,139	108	346	1,174	289	428	490	190	69	143	4
LOUISIANA	8,190	168	36	2,838	447	880	685	224	272	110	20
MAINE	1,487	48	33	511	477	131	189	34	73	18	13
MARYLAND	2,804	67	13	831	412	445	408	48	32	213	35
MASSACHUSETTS	14,882	5,138	3,346	3,084	1,994	206	330	158	202	88	15
MICHIGAN	11,361	4	0	9,157	1,698	340	87	0	178	27	0
MINNESOTA	578	0	0	280	81	194	0	0	0	33	10
MISSISSIPPI	1,238	1	128	682	1	274	73	86	4	120	33
MISSOURI	2,889	0	0	2,448	0	244	0	0	0	197	0
MONTANA	421	5	1	79	19	127	48	2	0	122	18
NEBRASKA	382	0	0	98	93	122	24	0	0	37	8
NEVADA	628	2	145	89	147	2	87	26	137	0	0
NEW HAMPSHIRE	1,798	312	81	500	338	344	107	81	41	117	7
NEW JERSEY	5,276	49	1	2,194	435	427	1,037	1	29	1,090	13
NEW MEXICO	474	0	0	30	70	159	148	8	0	59	0
NEW YORK	35,692	1,918	5,844	7,444	10,095	2,533	4,836	2,388	602	407	125
NORTH CAROLINA	3,910	52	19	1,067	588	919	806	113	131	186	29
NORTH DAKOTA	530	39	43	206	3	72	23	95	-	37	1
OHIO	9,488	0	0	8,837	340	159	0	0	0	119	0
OKLAHOMA	1,682	19	1	610	104	301	419	87	30	119	2
OREGON	5,393	42	44	2,530	879	1,100	147	303	132	556	58
PENNSYLVANIA	16,123	2,826	255	6,275	4,317	1,167	0	857	0	426	0
PUERTO RICO	1,116	0	0	833	41	23	21	130	55	13	0
RHODE ISLAND	409	39	5	185	35	69	5	45	4	16	6
SOUTH CAROLINA	1,252	83	0	701	28	256	115	2	0	67	0
SOUTH DAKOTA	600	4	0	268	57	93	0	113	9	48	11
TENNESSEE	1,482	25	0	433	461	333	103	0	4	111	12
TEXAS	15,545	640	438	5,212	1,287	4,306	1,394	581	1,050	536	101
UTAH	1,596	8	49	364	134	540	151	82	23	241	4
VERMONT	2,392	71	47	1,390	57	147	171	32	110	382	5
VIRGINIA	2,947	18	2	297	286	322	508	52	190	1,284	10
WASHINGTON	3,634	356	210	1,159	175	329	818	336	109	101	51
WEST VIRGINIA	1,448	26	149	490	66	158	235	71	140	98	13
WISCONSIN	2,632	30	311	1,198	215	253	170	183	100	145	17
WYOMING	1,390	104	685	168	50	39	101	72	109	20	5
AMERICAN SAMOA	199	0	3	163	1	9	10	8	1	1	3
GUAM	418	0	33	141	46	57	121	1	1	13	5
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	123	0	0	78	9	0	25	0	0	2	9
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0	0
U.S. AND TERRITORIES	247,291	22,633	15,880	87,452	41,474	25,630	18,831	11,010	5,008	10,330	1,088

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P.L. 89-313 AND P.L. 94-142

ALL CONDITIONS

STATE	NUMBER 1976-77	NUMBER 1982-83	NUMBER 1983-84	CHANGES IN NUMBER SERVED 1983-84 - 1976-77	CHANGES IN NUMBER SERVED 1983-84 - 1982-83	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1976-77	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1982-83
ALABAMA	53,987	81,609	84,428	30,442	2,819	56.4	3.5
ALASKA	9,597	12,017	11,110	1,513	-907	15.8	-7.5
ARIZONA	43,045	51,862	51,679	8,634	-183	20.1	-0.4
ARKANSAS	28,487	49,004	48,723	20,237	-281	71.0	-0.6
CALIFORNIA	332,291	364,318	363,613	31,322	-705	9.4	-0.2
COLORADO	47,943	45,126	45,634	-2,309	508	-4.8	1.1
CONNECTICUT	62,085	66,010	65,426	3,342	-584	5.4	-0.9
DELAWARE	14,307	14,405	15,018	712	613	5.0	4.3
DISTRICT OF COLUMBIA	9,261	5,809	7,009	-2,252	1,200	-24.3	20.7
FLORIDA	117,257	155,609	158,653	41,396	3,044	35.3	2.0
GEORGIA	85,209	112,555	109,038	23,829	-3,517	28.0	-3.1
HAWAII	10,544	12,876	12,738	2,194	-138	20.8	-1.1
IDAHO	14,573	17,673	17,953	3,381	280	23.2	1.6
ILLINOIS	229,797	261,769	257,426	27,630	-4,343	12.0	-1.7
INDIANA	87,644	100,228	102,996	15,352	2,768	17.5	2.8
IOWA	51,055	56,109	56,534	5,479	425	10.7	0.8
KANSAS	37,623	44,159	42,907	5,285	-1,252	14.0	-2.8
KENTUCKY	57,057	73,170	74,492	17,435	1,322	30.6	1.8
LOUISIANA	86,989	86,009	85,732	-1,257	-277	-1.4	-0.3
MAINE	23,701	26,485	27,069	3,368	584	14.2	2.2
MARYLAND	84,184	90,879	90,668	6,485	-211	7.7	-0.2
MASSACHUSETTS	131,992	138,480	139,338	7,347	858	5.5	0.6
MICHIGAN	153,113	155,771	158,293	5,181	2,522	3.4	1.6
MINNESOTA	72,136	77,658	78,916	6,781	1,258	9.4	1.6
MISSISSIPPI	29,219	50,883	51,688	22,470	805	76.9	1.6
MISSOURI	94,387	99,984	99,141	4,754	-843	5.0	-0.8
MONTANA	8,610	15,215	15,480	6,871	265	79.8	1.7
NEBRASKA	25,270	30,448	30,375	5,105	-73	20.2	-0.2
NEVADA	11,133	13,326	13,557	2,424	231	21.8	1.7
NEW HAMPSHIRE	9,916	14,143	15,233	5,317	1,090	53.6	7.7
NEW JERSEY	145,077	161,481	165,622	20,545	4,141	14.2	2.6
NEW MEXICO	15,149	26,334	27,125	11,976	791	79.1	3.0
NEW YORK	240,250	264,835	280,857	40,607	16,022	16.9	6.0
NORTH CAROLINA	98,035	120,586	121,755	23,720	1,169	24.2	1.0
NORTH DAKOTA	8,976	10,802	11,569	2,593	767	28.9	7.1
OHIO	168,314	202,234	201,150	32,836	-1,084	19.5	-0.5
OKLAHOMA	44,181	65,819	65,401	21,221	-418	48.0	-0.6
OREGON	37,258	46,201	46,872	9,614	671	25.8	1.5
PENNSYLVANIA	206,792	196,277	196,442	-10,350	165	-5.0	0.1
PUERTO RICO	11,200	35,173	35,153	23,953	-20	213.9	-0.1
RHODE ISLAND	15,971	18,589	18,354	2,384	-235	14.9	-1.3
SOUTH CAROLINA	72,357	71,705	72,452	96	747	0.1	1.0
SOUTH DAKOTA	9,936	11,841	11,870	1,934	29	19.5	0.2
TENNESSEE	99,251	106,091	103,867	4,617	-2,224	4.7	-2.1
TEXAS	233,552	289,343	295,637	62,085	6,294	26.6	2.2
UTAH	37,204	38,968	41,144	3,941	2,176	10.6	5.6
VERMONT	6,382	9,309	9,880	3,499	571	54.8	6.1
VIRGINIA	77,616	100,713	102,556	24,941	1,843	32.1	1.8
WASHINGTON	57,705	64,295	66,855	9,150	2,560	15.9	4.0
WEST VIRGINIA	30,135	42,418	42,796	12,661	378	42.0	0.9
WISCONSIN	58,019	72,219	73,823	15,804	1,604	27.2	2.2
WYOMING	7,261	11,144	11,511	4,251	367	58.5	3.3
AMERICAN SAMOA	139	244	428	290	184	209.0	75.4
GUAM	2,597	2,031	2,065	-532	34	-20.5	1.7
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	1,120	-	0	-1,120	-	-100.0	-
VIRGIN ISLANDS	1,712	1,237	123	-1,589	-1,114	-92.8	-90.1
BUR. OF INDIAN AFFAIRS	-	4,849	5,225	-	376	-	7.8
U.S. AND TERRITORIES	3,708,588	4,298,327	4,341,399	632,811	43,072	17.1	1.0

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P.L. 89-313.

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P.L. 89-313 AND P.L. 94-142

LEARNING DISABLED

STATE	NUMBER 1976-77	NUMBER 1982-83	NUMBER 1983-84	CHANGES IN NUMBER SERVED 1983-84 - 1976-77	CHANGES IN NUMBER SERVED 1983-84 - 1982-83	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1976-77	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1982-83
ALABAMA	5,436	20,899	24,201	18,765	3,302	345.2	15.8
ALASKA	3,927	6,826	6,413	2,487	-413	63.3	-6.1
ARIZONA	17,214	25,710	25,872	8,658	162	50.3	0.6
ARKANSAS	5,072	19,436	20,593	15,522	1,157	306.1	6.0
CALIFORNIA	74,404	198,696	201,585	127,182	2,889	170.9	1.5
COLORADO	16,661	19,654	20,210	3,550	556	21.3	2.8
CONNECTICUT	19,201	29,352	30,003	10,803	651	56.3	2.2
DELAWARE	4,392	6,670	7,116	2,724	445	62.0	6.7
DISTRICT OF COLUMBIA	1,661	1,629	2,937	1,277	1,308	76.9	80.3
FLORIDA	31,850	58,105	58,351	26,502	246	83.2	0.4
GEORGIA	15,744	35,722	35,071	19,328	-651	122.8	-1.8
HAWAII	4,880	8,189	7,812	2,932	-377	60.1	-4.6
IDAHO	5,604	8,233	8,488	2,885	255	51.5	3.1
ILLINOIS	53,328	96,805	96,218	42,891	-587	80.4	-0.6
INDIANA	5,422	27,434	30,095	24,673	2,661	455.1	9.7
IOWA	17,553	21,340	21,271	3,719	-69	21.2	-0.3
KANSAS	8,425	16,190	16,456	8,031	266	95.3	1.6
KENTUCKY	7,423	20,064	21,454	14,031	1,390	189.0	6.9
LOUISIANA	10,823	39,707	40,536	29,713	829	274.5	2.1
MAINE	7,261	8,974	9,465	2,205	491	30.4	5.5
MARYLAND	29,093	48,366	47,086	17,994	-1,280	61.8	-2.6
MASSACHUSETTS	18,542	48,884	50,245	31,704	1,361	171.0	2.8
MICHIGAN	28,143	55,467	58,907	30,765	3,440	109.3	6.2
MINNESOTA	21,456	34,748	35,641	14,185	893	66.1	2.6
MISSISSIPPI	2,748	16,788	18,407	15,659	1,619	569.8	9.6
MISSOURI	22,862	36,224	37,061	14,199	837	62.1	2.3
MONTANA	2,883	7,208	7,425	4,543	217	157.6	3.0
NEBRASKA	5,433	12,227	12,074	6,641	-153	122.2	-1.3
NEVADA	4,782	7,041	7,173	2,392	132	50.0	1.9
NEW HAMPSHIRE	3,091	8,220	8,861	5,770	641	186.7	7.8
NEW JERSEY	33,186	62,736	65,606	32,419	2,870	97.7	4.6
NEW MEXICO	6,175	12,237	12,064	5,890	-173	95.4	-1.4
NEW YORK	34,514	116,753	133,536	99,022	16,783	286.9	14.4
NORTH CAROLINA	17,697	49,019	52,013	34,317	2,994	193.9	6.1
NORTH DAKOTA	2,439	4,340	4,780	2,341	440	96.0	10.1
OHIO	32,399	72,031	72,476	40,077	445	123.7	0.6
OKLAHOMA	15,015	28,625	28,393	13,378	-232	89.1	-0.8
OREGON	11,146	23,459	24,506	13,360	1,047	119.9	4.5
PENNSYLVANIA	19,772	63,413	67,092	47,320	3,679	239.3	5.8
PUERTO RICO	1,012	1,852	2,055	1,044	203	103.2	11.0
RHODE ISLAND	4,620	11,729	11,883	7,263	154	157.2	1.3
SOUTH CAROLINA	10,821	20,930	22,462	11,642	1,532	107.6	7.3
SOUTH DAKOTA	1,196	3,563	4,006	2,811	443	235.1	12.4
TENNESSEE	35,243	42,804	43,373	8,131	569	23.1	1.3
TEXAS	50,890	150,768	155,707	104,817	4,939	206.0	3.3
UTAH	13,584	13,611	13,761	177	150	1.3	1.1
VERMONT	2,026	2,973	3,289	1,263	316	62.3	10.6
VIRGINIA	16,211	38,614	40,113	23,902	1,499	147.4	3.9
WASHINGTON	10,129	31,286	33,319	23,190	2,033	228.9	6.5
WEST VIRGINIA	5,743	14,719	15,730	9,987	1,011	173.9	6.9
WISCONSIN	14,378	27,224	29,462	15,084	2,238	104.9	8.2
WYOMING	3,084	5,095	5,422	2,339	327	75.8	6.4
AMERICAN SAMOA	37	1	0	-37	-1	-100.0	-100.0
GUAM	148	530	610	462	80	312.2	15.1
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	269	-	0	-269	-	-100.0	-
VIRGIN ISLANDS	176	220	0	-176	-220	-100.0	-100.0
BUR. OF INDIAN AFFAIRS	-	2,531	2,805	-	274	-	10.8
U.S. AND TERRITORIES	797,213	1,745,871	1,811,489	1,014,277	65,618	127.2	3.8

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L..94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P.L. 89-313.

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P.L. 89-313 AND P.L. 94-142

SPEECH IMPAIRED

STATE	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1982-83	1983-84	1983-84 - 1976-77	1983-84 - 1982-83	1983-84 - 1976-77	1983-84 - 1982-83
ALABAMA	14,096	16,235	17,268	3,173	1,033	22.5	6.4
ALASKA	1,844	3,374	2,957	1,113	-417	60.4	-12.4
ARIZONA	11,379	11,196	11,044	-335	-151	-2.9	-1.3
ARKANSAS	7,182	10,993	10,702	3,020	-291	42.0	-2.6
CALIFORNIA	127,817	92,056	90,178	-37,639	-1,878	-29.4	-2.0
COLORADO	13,169	7,796	7,821	-5,348	25	-40.6	0.3
CONNECTICUT	16,516	13,896	13,036	-3,480	-860	-21.1	-6.2
DELAWARE	3,395	1,747	1,894	-1,501	147	-44.2	8.4
DISTRICT OF COLUMBIA	2,498	1,780	1,633	-865	-147	-34.6	-8.3
FLORIDA	37,253	46,256	48,308	11,055	2,052	29.7	4.4
GEORGIA	23,322	26,782	25,801	2,479	-981	10.6	-3.7
HAWAII	2,452	1,962	2,284	-168	322	-6.8	16.4
IDAHO	3,282	4,350	4,419	1,137	69	34.6	1.6
ILLINOIS	80,274	75,784	75,735	-4,539	-49	-5.7	-0.1
INDIANA	48,759	41,360	41,426	-7,333	66	-15.0	0.2
IOWA	17,475	14,696	14,506	-2,969	-190	-17.0	-1.0
KANSAS	15,501	14,274	13,201	-2,300	-1,073	-14.8	-7.5
KENTUCKY	21,541	24,922	25,160	3,619	238	16.8	1.0
LOUISIANA	44,028	20,701	21,395	-22,633	694	-51.4	3.4
MAINE	5,972	6,136	6,447	475	311	7.9	5.1
MARYLAND	30,284	24,209	24,675	-5,609	466	-18.5	1.9
MASSACHUSETTS	35,077	31,848	32,043	-3,034	195	-8.6	0.6
MICHIGAN	67,464	44,081	43,160	-24,304	-921	-36.0	-2.1
MINNESOTA	26,692	19,013	19,068	-7,624	55	-28.6	0.3
MISSISSIPPI	9,616	16,796	17,616	8,000	820	83.2	4.9
MISSOURI	36,296	33,202	31,919	-4,377	-1,283	-12.1	-3.9
MONTANA	2,491	4,790	4,753	2,263	-37	90.8	-0.8
NEBRASKA	10,331	9,246	8,796	-1,535	-450	-14.9	-4.9
NEVADA	3,127	3,232	3,138	12	-94	0.4	-2.9
NEW HAMPSHIRE	1,338	2,325	2,685	1,347	360	100.7	15.5
NEW JERSEY	68,945	61,280	60,170	-8,775	-1,110	-12.7	-1.8
NEW MEXICO	2,058	6,789	7,745	5,687	956	276.3	14.1
NEW YORK	61,549	41,661	39,877	-21,672	-1,784	-35.2	-4.3
NORTH CAROLINA	26,913	25,808	26,780	-133	972	-0.5	3.8
NORTH DAKOTA	3,923	3,600	3,903	-20	303	-0.5	8.4
OHIO	58,867	56,932	56,196	-2,671	-736	-4.5	-1.3
OKLAHOMA	14,136	20,389	20,351	6,215	-38	44.0	-0.2
OREGON	10,802	11,614	11,493	691	-121	6.4	-1.0
PENNSYLVANIA	99,213	61,684	60,619	-38,594	-1,065	-38.9	-1.7
PUERTO RICO	219	1,206	1,406	1,187	200	542.0	16.6
RHODE ISLAND	5,217	3,337	3,113	-2,104	-224	-40.3	-6.7
SOUTH CAROLINA	23,370	19,596	19,957	-3,413	361	-14.6	1.8
SOUTH DAKOTA	5,978	5,413	4,858	-1,120	-555	-18.7	-10.3
TENNESSEE	31,702	32,996	31,427	-275	-1,569	-0.9	-4.8
TEXAS	78,523	66,544	68,752	-9,771	2,208	-12.4	3.3
UTAH	6,632	8,375	9,054	2,422	679	36.5	8.1
VERMONT	1,765	2,695	2,564	800	-131	45.3	-4.9
VIRGINIA	29,693	30,703	30,903	1,210	200	4.1	0.7
WASHINGTON	24,655	13,511	14,170	-10,485	659	-42.5	4.9
WEST VIRGINIA	9,947	12,774	12,763	2,816	-11	28.3	-0.1
WISCONSIN	15,404	18,024	16,921	1,517	-1,103	9.8	-6.1
WYOMING	1,810	3,184	3,434	1,625	250	89.8	7.9
AMERICAN SAMOA	0	50	7	7	-43	-	-86.0
GUAM	481	243	264	-217	21	-45.1	8.6
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	77	-	0	-77	-	-100.0	-
VIRGIN ISLANDS	325	245	0	-325	-245	-100.0	-100.0
BUR. OF INDIAN AFFAIRS	-	1,047	1,274	-	227	-	21.7
U.S. AND TERRITORIES	1,302,666	1,134,197	1,130,569	-172,097	-3,628	-13.2	-0.3

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P.L. 89-313.

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P.L. 89-313 AND P.L. 94-142

MENTALLY RETARDED

	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
STATE	1976-77	1982-83	1983-84	1983-84 - 1976-77	1983-84 - 1982-83	1983-84 - 1976-77	1983-84 - 1982-83
ALABAMA	31,203	34,986	34,403	3,201	-583	10.3	-1.7
ALASKA	1,277	665	655	-622	-10	-48.7	-1.5
ARIZONA	8,608	6,002	5,748	-2,860	-254	-33.2	-4.2
ARKANSAS	14,674	16,013	15,122	448	-891	3.1	-5.6
CALIFORNIA	42,916	28,580	28,447	-14,469	-133	-33.7	-0.5
COLORADO	10,077	5,795	5,548	-4,529	-247	-44.9	-4.3
CONNECTICUT	10,132	6,208	5,724	-4,408	-484	-43.5	-7.8
DELAWARE	3,199	2,115	1,924	-1,275	-191	-39.9	-9.0
DISTRICT OF COLUMBIA	2,918	1,237	1,307	-1,611	70	-55.2	5.7
FLORIDA	34,311	27,537	27,445	-6,866	-92	-20.0	-0.3
GEORGIA	31,744	28,214	26,680	-5,064	-1,534	-16.0	-5.4
HAWAII	2,434	1,514	1,375	-1,059	-139	-43.5	-9.2
IDAHO	3,567	2,948	2,952	-615	4	-17.2	0.1
ILLINOIS	48,974	44,546	42,985	-5,989	-1,561	-12.2	-3.5
INDIANA	27,784	24,189	24,010	-3,774	-179	-13.6	-0.7
IOWA	12,663	12,228	12,236	-427	8	-3.4	0.1
KANSAS	8,665	6,779	6,443	-2,222	-336	-25.6	-5.0
KENTUCKY	22,872	21,741	20,934	-1,938	-807	-8.5	-3.7
LOUISIANA	24,547	15,742	13,643	-10,904	-2,099	-44.4	-13.3
MAINE	5,664	5,167	4,894	-770	-273	-13.6	-5.3
MARYLAND	17,523	7,943	7,651	-9,872	-292	-56.3	-3.7
MASSACHUSETTS	34,972	29,357	29,742	-5,230	385	-15.0	1.3
MICHIGAN	34,715	26,971	26,036	-8,679	-935	-25.0	-3.5
MINNESOTA	15,140	13,789	13,296	-1,844	-493	-12.2	-3.6
MISSISSIPPI	15,487	15,381	13,772	-1,715	-1,609	-11.1	-10.5
MISSOURI	25,304	19,530	18,927	-6,377	-603	-25.2	-3.1
MONTANA	2,114	1,515	1,429	-685	-86	-32.4	-5.7
NEBRASKA	7,557	5,669	5,541	-2,016	-128	-26.7	-2.3
NEVADA	1,586	1,047	1,014	-572	-33	-36.1	-3.2
NEW HAMPSHIRE	2,720	1,419	1,326	-1,394	-93	-51.2	-6.6
NEW JERSEY	22,394	12,463	11,287	-11,107	-1,176	-49.6	-9.4
NEW MEXICO	4,519	2,782	2,553	-1,966	-229	-43.5	-8.2
NEW YORK	55,582	37,810	35,445	-20,137	-2,365	-36.2	-6.3
NORTH CAROLINA	46,334	33,240	29,617	-16,717	-3,623	-36.1	-10.9
NORTH DAKOTA	1,974	1,920	1,930	-44	10	-2.2	0.5
OHIO	67,626	56,802	55,647	-11,979	-1,155	-17.7	-2.0
OKLAHOMA	12,753	12,582	12,258	-495	-324	-3.9	-2.6
OREGON	7,697	4,781	4,556	-3,141	-225	-40.8	-4.7
PENNSYLVANIA	56,461	46,402	44,850	-11,611	-1,552	-20.6	-3.3
PUERTO RICO	8,132	21,159	21,375	13,244	216	162.9	1.0
RHODE ISLAND	2,483	1,498	1,446	-1,037	-52	-41.8	-3.5
SOUTH CAROLINA	29,944	22,404	21,171	-8,773	-1,233	-29.3	-5.5
SOUTH DAKOTA	1,787	1,481	1,582	-205	101	-11.4	6.8
TENNESSEE	23,019	20,245	18,889	-4,130	-1,356	-17.9	-6.7
TEXAS	47,580	30,769	29,417	-18,163	-1,352	-38.2	-4.4
UTAH	5,117	3,159	3,145	-1,972	-14	-38.5	-0.4
VERMONT	2,133	2,563	2,549	416	-14	19.5	-0.5
VIRGINIA	22,359	16,878	15,618	-6,741	-1,260	-30.1	-7.5
WASHINGTON	11,684	9,400	9,121	-2,563	-279	-21.9	-3.0
WEST VIRGINIA	11,963	11,086	10,600	-1,363	-486	-11.4	-4.2
WISCONSIN	19,187	13,234	13,360	-5,827	126	-30.4	1.0
WYOMING	1,197	943	961	-236	18	-19.7	1.9
AMERICAN SAMOA	71	161	354	283	193	398.6	119.9
GUAM	739	913	897	158	-16	21.5	-1.8
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	526	-	0	-526	-	-100.0	-
VIRGIN ISLANDS	954	626	78	-876	-548	-91.8	-87.5
BUR. OF INDIAN AFFAIRS	-	723	619	-	-104	-	-14.4
U.S. AND TERRITORIES	969,547	780,831	750,534	-219,013	-30,297	-22.6	-3.9

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P.L. 89-313.

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P.L. 89-313 AND P.L. 94-142

EMOTIONALLY DISTURBED

STATE	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1982-83	1983-84	1983-84 - 1976-77	1983-84 - 1982-83	1983-84 - 1976-77	1983-84 - 1982-83
ALABAMA	917	6,115	4,947	4,031	-1,168	439.6	-19.1
ALASKA	335	362	299	-36	-63	-10.7	-17.4
ARIZONA	3,665	5,286	5,330	1,665	44	45.4	0.8
ARKANSAS	240	608	630	390	22	162.5	3.6
CALIFORNIA	21,990	9,457	8,995	-12,995	-462	-59.1	-4.9
COLORADO	4,844	7,596	7,970	3,127	374	64.6	4.9
CONNECTICUT	10,381	13,089	13,176	2,795	87	26.9	0.7
DELAWARE	2,753	2,943	3,157	405	214	14.7	7.3
DISTRICT OF COLUMBIA	1,086	697	727	-359	30	-33.0	4.3
FLORIDA	7,584	17,077	17,984	10,401	907	137.1	5.3
GEORGIA	9,077	17,412	17,902	8,826	490	97.2	2.8
HAWAII	158	438	437	280	-1	177.8	-0.2
IDAHO	581	518	541	-40	23	-6.9	4.4
ILLINOIS	31,157	31,684	30,510	-647	-1,174	-2.1	-3.7
INDIANA	1,400	2,775	3,146	1,747	371	124.8	13.4
IOWA	1,757	4,749	5,395	3,638	646	207.1	13.6
KANSAS	1,980	4,323	4,111	2,131	-212	107.6	-4.9
KENTUCKY	1,534	2,356	2,437	904	81	58.9	3.4
LOUISIANA	3,499	4,225	4,131	633	-94	18.1	-2.2
MAINE	2,904	4,225	4,125	1,221	-100	42.0	-2.4
MARYLAND	3,787	3,596	4,104	317	508	8.4	14.1
MASSACHUSETTS	24,467	18,970	19,188	-5,279	218	-21.6	1.1
MICHIGAN	13,224	20,400	21,280	8,056	880	60.9	4.3
MINNESOTA	4,403	5,855	6,743	2,340	888	53.1	15.2
MISSISSIPPI	50	422	422	372	0	744.0	0.0
MISSOURI	5,359	7,017	7,363	2,004	346	37.4	4.9
MONTANA	317	683	775	458	92	144.5	13.5
NEBRASKA	977	1,887	2,247	1,270	360	130.0	19.1
NEVADA	548	790	873	325	83	59.3	10.5
NEW HAMPSHIRE	686	1,197	1,240	555	43	80.9	3.6
NEW JERSEY	11,758	15,254	15,076	3,318	-178	28.2	-1.2
NEW MEXICO	1,278	2,164	2,510	1,232	346	96.4	16.0
NEW YORK	46,948	44,225	45,197	-1,751	972	-3.7	2.2
NORTH CAROLINA	2,462	5,599	6,420	3,958	821	160.8	14.7
NORTH DAKOTA	206	297	368	162	71	78.6	23.9
OHIO	1,940	6,302	6,496	4,557	194	234.9	3.1
OKLAHOMA	462	1,039	1,154	693	115	150.1	11.1
OREGON	2,439	2,565	2,603	164	38	6.7	1.5
PENNSYLVANIA	9,791	16,659	16,322	6,532	-337	66.7	-2.0
PUERTO RICO	376	795	859	484	64	128.8	8.1
RHODE ISLAND	1,248	1,165	1,191	-57	26	-4.5	2.2
SOUTH CAROLINA	4,058	5,710	5,845	1,787	135	44.0	2.4
SOUTH DAKOTA	149	320	377	229	57	153.9	17.8
TENNESSEE	2,482	2,853	3,088	607	235	24.4	8.2
TEXAS	9,731	17,707	18,247	8,517	540	87.5	3.0
UTAH	10,280	10,623	11,878	1,599	1,255	15.6	11.8
VERMONT	127	393	352	226	-41	178.3	-10.4
VIRGINIA	3,689	6,723	7,024	3,335	301	90.4	4.5
WASHINGTON	5,891	3,949	3,686	-2,205	-263	-37.4	-6.7
WEST VIRGINIA	635	1,412	1,685	1,050	273	165.4	19.3
WISCONSIN	4,836	9,598	10,286	5,451	688	112.7	7.2
WYOMING	447	978	943	497	-35	111.2	-3.6
AMERICAN SAMOA	0	0	2	2	2	-	-
GUAM	23	63	59	37	-4	162.2	-6.3
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	95	-	0	-95	-	-100.0	-
VIRGIN ISLANDS	76	35	9	-67	-26	-88.1	-74.3
BUR. OF INDIAN AFFAIRS	-	251	211	-	-40	-	-15.9
U.S. AND TERRITORIES	283,072	353,431	362,073	79,001	8,642	27.9	2.4

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P.L. 89-313.

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P.L. 89-313 AND P.L. 94-142

HARD OF HEARING & DEAF

STATE	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1982-83	1983-84	1983-84 - 1976-77	1983-84 - 1982-83	1983-84 - 1976-77	1983-84 - 1982-83
ALABAMA	924	1,136	1,115	192	-21	20.7	-1.8
ALASKA	482	200	182	-300	-18	-62.2	-9.0
ARIZONA	907	1,043	1,060	154	17	16.9	1.6
ARKANSAS	515	739	655	140	-84	27.2	-11.4
CALIFORNIA	7,124	7,217	7,178	54	-39	0.8	-0.5
COLORADO	1,181	1,018	993	-188	-25	-15.9	-2.5
CONNECTICUT	1,890	986	971	-919	-15	-48.6	-1.5
DELAWARE	168	294	319	153	25	90.4	8.5
DISTRICT OF COLUMBIA	278	83	75	-203	-8	-73.0	-9.6
FLORIDA	2,163	2,086	2,003	-160	-83	-7.4	-4.0
GEORGIA	2,249	1,847	1,678	-571	-169	-25.4	-9.1
HAWAII	335	248	300	-35	52	-10.3	21.0
IDAHO	421	430	441	21	11	4.9	2.6
ILLINOIS	4,349	4,198	4,163	-186	-35	-4.3	-0.8
INDIANA	1,660	1,362	1,336	-324	-26	-19.5	-1.9
IOWA	915	1,061	993	78	-68	8.5	-6.4
KANSAS	1,981	771	717	-1,264	-54	-63.8	-7.0
KENTUCKY	1,256	943	1,297	41	354	3.3	37.5
LOUISIANA	1,378	1,707	1,569	191	-138	13.9	-8.1
MAINE	593	403	431	-162	28	-27.3	6.9
MARYLAND	1,627	1,500	1,487	-140	-13	-8.6	-0.9
MASSACHUSETTS	6,738	1,939	1,909	-4,829	-30	-71.7	-1.5
MICHIGAN	3,101	3,059	3,216	116	157	3.7	5.1
MINNESOTA	1,574	1,635	1,664	90	29	5.7	1.8
MISSISSIPPI	801	635	575	-226	-60	-28.2	-9.4
MISSOURI	1,465	1,175	1,000	-465	-175	-31.7	-14.9
MONTANA	361	247	250	-111	3	-30.7	1.2
NEBRASKA	474	514	577	103	63	21.7	12.3
NEVADA	204	175	229	26	54	12.5	30.9
NEW HAMPSHIRE	432	276	358	-74	82	-17.0	29.7
NEW JERSEY	2,794	2,028	1,814	-980	-214	-35.1	-10.6
NEW MEXICO	422	422	458	36	36	8.5	8.5
NEW YORK	5,893	5,086	5,211	-682	125	-11.6	2.5
NORTH CAROLINA	2,336	2,305	2,201	-135	-104	-5.8	-4.5
NORTH DAKOTA	205	257	227	22	-30	10.7	-11.7
OHIO	2,779	2,783	2,644	-135	-139	-4.9	-5.0
OKLAHOMA	816	852	834	18	-18	2.2	-2.1
OREGON	1,265	1,408	1,355	91	-53	7.3	-3.8
PENNSYLVANIA	5,493	4,205	3,995	-1,498	-210	-27.3	-5.0
PUERTO RICO	991	2,237	2,083	1,092	-154	110.3	-6.9
RHODE ISLAND	356	240	227	-129	-13	-36.2	-5.4
SOUTH CAROLINA	1,613	1,191	1,199	-414	8	-25.6	0.7
SOUTH DAKOTA	248	304	249	1	-55	0.4	-18.1
TENNESSEE	2,176	2,186	2,035	-141	-151	-6.5	-6.9
TEXAS	6,421	4,865	5,213	-1,208	348	-18.8	7.1
UTAH	746	829	849	104	20	13.9	2.4
VERMONT	138	206	259	122	53	88.4	25.7
VIRGINIA	1,797	1,615	1,476	-321	-139	-17.9	-8.6
WASHINGTON	2,359	1,385	1,398	-961	13	-40.7	0.9
WEST VIRGINIA	576	490	462	-114	-28	-19.8	-5.7
WISCONSIN	1,267	1,245	1,134	-133	-111	-10.5	-8.9
WYOMING	185	127	141	-44	14	-23.8	11.0
AMERICAN SAMOA	24	13	19	-5	6	-20.8	46.2
GUAM	1,164	87	59	-1,105	-28	-94.9	-32.2
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	71	-	0	-71	-	-100.0	-
VIRGIN ISLANDS	117	47	0	-117	-47	-100.0	-100.0
BUR. OF INDIAN AFFAIRS	-	34	37	-	3	-	8.8
U.S. AND TERRITORIES	89,743	75,337	74,279	-15,464	-1,058	-17.2	-1.4

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P.L. 89-313.

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDRZN SERVED UNDER P.L. 89-313 AND P.L. 94-142

MULTIHANDICAPPED

STATE	NUMBER 1976-77	NUMBER 1982-83	NUMBER 1983-84	CHANGES IN NUMBER SERVED 1983-84 - 1976-77	CHANGES IN NUMBER SERVED 1983-84 - 1982-83	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1976-77	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1982-83
ALABAMA	-	979	1,021	-	42	-	4.3
ALASKA	-	218	226	-	8	-	3.7
ARIZONA	-	843	928	-	85	-	10.1
ARKANSAS	-	753	650	-	-103	-	-13.7
CALIFORNIA	-	4,776	4,706	-	-70	-	-1.5
COLORADO	-	2,029	1,784	-	-245	-	-12.1
CONNECTICUT	-	476	585	-	109	-	22.9
DELAWARE	-	31	92	-	61	-	196.8
DISTRICT OF COLUMBIA	-	94	90	-	-4	-	-4.3
FLORIDA	-	78	0	-	-78	-	-100.0
GEORGIA	-	356	109	-	-247	-	-69.4
HAWAII	-	187	147	-	-40	-	-21.4
IDAHO	-	298	298	-	0	-	0.0
ILLINOIS	-	1,134	0	-	-1,134	-	-100.0
INDIANA	-	1,458	1,367	-	-91	-	-6.2
IOWA	-	757	719	-	-38	-	-5.0
KANSAS	-	405	759	-	354	-	87.4
KENTUCKY	-	1,295	1,425	-	130	-	10.0
LOUISIANA	-	995	1,299	-	304	-	30.6
MAINE	-	738	771	-	33	-	4.5
MARYLAND	-	3,239	3,455	-	216	-	6.7
MASSACHUSETTS	-	3,047	1,267	-	-1,780	-	-58.4
MICHIGAN	-	187	188	-	1	-	0.5
MINNESOTA	-	4	0	-	-4	-	-100.0
MISSISSIPPI	-	227	258	-	31	-	13.7
MISSOURI	-	817	638	-	-179	-	-21.9
MONTANA	-	323	396	-	73	-	22.6
NEBRASKA	-	347	389	-	42	-	12.1
NEVADA	-	369	382	-	13	-	3.5
NEW HAMPSHIRE	-	235	213	-	-22	-	-9.4
NEW JERSEY	-	3,741	8,483	-	4,742	-	126.8
NEW MEXICO	-	1,346	1,209	-	-137	-	-10.2
NEW YORK	-	6,882	7,944	-	1,062	-	15.4
NORTH CAROLINA	-	1,680	1,796	-	116	-	6.9
NORTH DAKOTA	-	0	23	-	23	-	-
OHIO	-	2,815	3,249	-	434	-	15.4
OKLAHOMA	-	1,291	1,407	-	116	-	9.0
OREGON	-	116	147	-	31	-	26.7
PENNSYLVANIA	-	5	0	-	-5	-	-100.0
PUERTO RICO	-	2,552	2,014	-	-538	-	-21.1
RHODE ISLAND	-	105	22	-	-83	-	-79.0
SOUTH CAROLINA	-	422	365	-	-57	-	-13.5
SOUTH DAKOTA	-	392	408	-	16	-	4.1
TENNESSEE	-	1,729	1,754	-	25	-	1.4
TEXAS	-	7,526	5,012	-	-2,514	-	-33.4
UTAH	-	1,458	1,536	-	78	-	5.3
VERMONT	-	196	182	-	-14	-	-7.1
VIRGINIA	-	3,090	4,124	-	1,034	-	33.5
WASHINGTON	-	1,740	1,893	-	153	-	8.8
WEST VIRGINIA	-	326	587	-	261	-	80.1
WISCONSIN	-	699	771	-	72	-	10.3
WYOMING	-	317	101	-	-216	-	-68.1
AMERICAN SAMOA	-	9	21	-	12	-	133.3
GUAM	-	119	126	-	7	-	5.9
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	-	-	0	-	-	-	-
VIRGIN ISLANDS	-	29	25	-	-4	-	-13.8
BUR. OF INDIAN AFFAIRS	-	199	176	-	-23	-	-11.6
U.S. AND TERRITORIES	-	65,479	67,537	-	2,058	-	3.1

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P.L. 89-313.

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P.L. 89-313 AND P.L. 94-142

ORTHOPEDICALLY IMPAIRED

STATE	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1982-83	1983-84	1983-84 - 1976-77	1983-84 - 1982-83	1983-84 - 1976-77	1983-84 - 1982-83
ALABAMA	602	381	405	-197	24	-32.7	6.3
ALASKA	104	243	222	119	-21	114.5	-8.6
ARIZONA	460	747	559	99	-188	21.5	-25.2
ARKANSAS	255	421	331	76	-90	29.8	-21.4
CALIFORNIA	26,757	7,033	7,175	-19,582	142	-73.2	2.0
COLORADO	1,580	815	922	-658	107	-41.6	13.1
CONNECTICUT	984	363	344	-640	-19	-65.0	-5.2
DELAWARE	303	311	259	-44	-52	-14.5	-16.7
DISTRICT OF COLUMBIA	194	140	39	-155	-101	-79.9	-72.1
FLORIDA	2,042	2,060	1,998	-44	-62	-2.1	-3.0
GEORGIA	692	913	864	173	-49	24.9	-5.4
HAWAII	194	214	289	95	75	49.4	35.0
IDAHO	611	306	281	-330	-25	-54.0	-8.2
ILLINOIS	3,451	4,392	4,407	956	15	27.7	0.3
INDIANA	837	818	821	-16	3	-1.9	0.4
IOWA	452	853	936	484	83	107.3	9.7
KANSAS	310	719	561	251	-158	81.0	-22.0
KENTUCKY	451	761	817	367	56	81.4	7.4
LOUISIANA	586	665	778	192	113	32.8	17.0
MAINE	378	429	421	42	-8	11.4	-1.9
MARYLAND	881	828	880	-1	52	-0.1	6.3
MASSACHUSETTS	5,905	1,525	1,479	-4,426	-46	-75.0	-3.0
MICHIGAN	3,772	4,684	4,429	657	-255	17.4	-5.4
MINNESOTA	939	1,296	1,281	342	-15	36.4	-1.2
MISSISSIPPI	140	353	374	235	21	168.1	5.9
MISSOURI	1,066	842	807	-259	-35	-24.3	-4.2
MONTANA	82	114	107	26	-7	31.3	-6.1
NEBRASKA	273	400	561	288	161	105.5	40.3
NEVADA	178	264	284	107	20	60.0	7.6
NEW HAMPSHIRE	241	137	157	-84	20	-34.9	14.6
NEW JERSEY	1,977	1,213	917	-1,060	-296	-53.6	-24.4
NEW MEXICO	450	308	353	-97	45	-21.6	14.6
NEW YORK	5,786	4,347	3,702	-2,084	-645	-36.0	-14.8
NORTH CAROLINA	943	1,015	911	-32	-104	-3.4	-10.2
NORTH DAKOTA	81	181	220	139	39	171.6	21.5
OHIO	2,729	3,538	3,451	722	-87	26.5	-2.5
OKLAHOMA	512	434	418	-94	-16	-18.3	-3.7
OREGON	850	933	899	50	-34	5.8	-3.6
PENNSYLVANIA	3,125	2,119	2,033	-1,092	-86	-34.9	-4.1
PUERTO RICO	210	522	563	354	41	168.7	7.9
RHODE ISLAND	181	221	235	54	14	29.8	6.3
SOUTH CAROLINA	923	801	723	-200	-78	-21.7	-9.7
SOUTH DAKOTA	207	234	227	21	-7	9.9	-3.0
TENNESSEE	1,297	1,082	1,118	-179	36	-13.8	3.3
TEXAS	8,091	3,525	3,979	-4,112	454	-50.8	12.9
UTAH	291	283	306	16	23	5.3	8.1
VERMONT	18	130	89	72	-31	406.6	-25.8
VIRGINIA	997	719	640	-357	-79	-35.8	-11.0
WASHINGTON	1,667	1,070	1,147	-520	77	-31.2	7.2
WEST VIRGINIA	490	393	381	-109	-12	-22.2	-3.1
WISCONSIN	1,331	1,195	826	-505	-369	-37.9	-30.9
WYOMING	97	177	185	88	8	91.7	4.5
AMERICAN SAMOA	0	2	15	15	13	-	650.0
GUAM	2	19	24	22	5	1,100.0	26.3
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	4	-	0	-4	-	-100.0	-
VIRGIN ISLANDS	42	11	0	-42	-11	-100.0	-100.0
BUR. OF INDIAN AFFAIRS	-	17	59	-	42	-	247.1
U.S. AND TERRITORIES	87,008	57,506	56,209	-30,799	-1,297	-35.4	-2.3

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P.L. 89-313.

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P.L. 89-313 AND P.L. 94-142

OTHER HEALTH IMPAIRED

STATE	NUMBER 1976-77	NUMBER 1982-83	NUMBER 1983-84	CHANGES IN NUMBER SERVED 1983-84 - 1976-77	CHANGES IN NUMBER SERVED 1983-84 - 1982-83	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1976-77	PERCENT CHANGE IN NUMBER SERVED 1983-84 - 1982-83
ALABAMA	435	401	575	140	174	32.2	43.4
ALASKA	1,547	58	84	-1,463	26	-94.6	44.8
ARIZONA	450	662	746	297	84	66.0	12.7
ARKANSAS	269	249	256	-13	7	-4.7	2.8
CALIFORNIA	28,164	14,071	12,845	-15,319	-1,226	-54.4	-8.7
COLORADO	8	0	0	-8	0	-100.0	-
CONNECTICUT	2,303	918	888	-1,415	-30	-61.4	-3.3
DELAWARE	19	125	85	67	-40	359.5	-32.0
DISTRICT OF COLUMBIA	506	67	110	-396	43	-78.2	64.2
FLORIDA	1,283	1,569	1,718	435	149	34.0	9.5
GEORGIA	1,553	696	352	-1,201	-344	-77.3	-49.4
HAWAII	48	9	3	-45	-6	-93.7	-66.7
IDAHO	140	423	368	229	-55	163.8	-13.0
ILLINOIS	6,635	1,722	1,885	-4,750	163	-71.6	9.5
INDIANA	1,134	282	222	-912	-60	-80.4	-21.3
IOWA	12	207	200	188	-7	1,566.7	-3.4
KANSAS	431	51	371	-60	320	-13.9	627.5
KENTUCKY	1,533	608	427	-1,106	-181	-72.1	-29.8
LOUISIANA	1,598	1,769	1,774	177	5	11.0	0.3
MAINE	706	251	358	-348	107	-49.3	42.6
MARYLAND	180	560	673	493	112	274.4	20.0
MASSACHUSETTS	3,807	1,939	2,015	-1,792	76	-47.1	3.9
MICHIGAN	1,382	10	178	-1,204	168	-87.1	1,680.0
MINNESOTA	1,363	886	779	-584	-87	-42.8	-10.0
MISSISSIPPI	203	1	4	-199	3	-98.0	300.0
MISSOURI	1,376	704	857	-519	153	-37.7	21.7
MONTANA	130	127	141	12	14	8.5	11.0
NEBRASKA	47	0	0	-47	0	-100.0	-
NEVADA	631	342	403	-228	61	-36.1	17.8
NEW HAMPSHIRE	1,135	226	264	-871	38	-76.7	16.8
NEW JERSEY	2,588	1,508	904	-1,684	-604	-65.1	-40.1
NEW MEXICO	51	95	81	30	-14	58.8	-14.7
NEW YORK	25,846	5,913	7,959	-17,887	2,046	-69.2	34.6
NORTH CAROLINA	503	1,186	1,281	778	95	154.7	8.0
NORTH DAKOTA	55	113	35	-20	-78	-35.8	-69.0
OHIO	801	0	0	-801	0	-100.0	-
OKLAHOMA	243	228	242	-1	14	-0.4	6.1
OREGON	2,530	569	574	-1,956	5	-77.3	0.9
PENNSYLVANIA	9,663	8	0	-9,663	-8	-100.0	-100.0
PUERTO RICO	86	2,099	1,970	1,885	-129	2,204.1	-6.1
RHODE ISLAND	1,740	210	154	-1,586	-56	-91.1	-26.7
SOUTH CAROLINA	671	150	211	-460	61	-68.6	40.7
SOUTH DAKOTA	311	60	63	-248	3	-79.7	5.0
TENNESSEE	2,343	1,452	1,444	-899	-8	-38.4	-0.6
TEXAS	30,747	5,465	7,031	-23,716	1,566	-77.1	28.7
UTAH	234	234	230	-4	-4	-1.7	-1.7
VERMONT	145	116	191	47	75	32.2	64.7
VIRGINIA	1,342	469	850	-492	381	-36.7	81.2
WASHINGTON	722	1,536	1,671	949	135	131.4	8.8
WEST VIRGINIA	429	923	273	-156	-650	-35.3	-70.4
WISCONSIN	1,043	505	596	-447	91	-42.9	18.0
WYOMING	252	227	255	4	28	1.4	12.3
AMERICAN SAMOA	3	2	2	-1	0	-33.3	0.0
GUAM	26	12	3	-23	-9	-88.2	-75.0
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	31	-	0	-31	-	-100.0	-
VIRGIN ISLANDS	0	0	0	0	0	-	-
BUR. OF INDIAN AFFAIRS	-	33	21	-	-12	-	-36.4
U.S. AND TERRITORIES	141,417	52,026	54,621	-86,796	2,595	-61.4	5.0

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P.L. 89-313.

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P.L. 89-313 AND P.L. 94-142

VISUALLY HANDICAPPED

	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
STATE	1976-77	1982-83	1983-84	1983-84 - 1976-77	1983-84 - 1982-83	1983-84 - 1976-77	1983-84 - 1982-83
ALABAMA	376	423	442	67	19	17.7	4.5
ALASKA	83	56	49	-34	-7	-41.0	-12.5
ARIZONA	365	374	392	26	18	7.5	4.8
ARKANSAS	281	269	270	-11	1	-3.7	0.4
CALIFORNIA	3,121	2,203	2,278	-843	75	-27.0	3.4
COLORADO	425	331	308	-117	-23	-27.5	-6.9
CONNECTICUT	677	719	699	22	-20	3.2	-2.8
DELAWARE	80	127	140	60	13	75.0	10.2
DISTRICT OF COLUMBIA	122	43	59	-63	16	-51.6	37.2
FLORIDA	774	770	771	-3	1	-0.3	0.1
GEORGIA	831	606	558	-273	-48	-32.9	-7.9
HAWAII	46	63	75	30	12	64.8	19.0
IDAHO	369	161	164	-205	3	-55.5	1.9
ILLINOIS	1,631	1,400	1,418	-213	18	-13.1	1.3
INDIANA	650	526	562	-88	36	-13.5	6.8
IOWA	230	241	207	-23	-34	-10.0	-14.1
KANSAS	331	277	278	-53	1	-16.0	0.4
KENTUCKY	449	461	494	45	33	10.0	7.2
LOUISIANA	532	469	580	48	111	9.0	23.7
MAINE	224	151	140	-84	-11	-37.5	-7.3
MARYLAND	810	587	606	-204	19	-25.2	3.2
MASSACHUSETTS	2,485	831	868	-1,617	37	-65.1	4.5
MICHIGAN	1,314	912	899	-415	-13	-31.6	-1.4
MINNESOTA	570	419	418	-152	-1	-26.7	-0.2
MISSISSIPPI	175	233	220	46	-13	26.1	-5.6
MISSOURI	661	390	457	-204	67	-30.9	17.2
MONTANA	234	183	183	-51	0	-21.8	0.0
NEBRASKA	180	150	182	2	32	1.1	21.3
NEVADA	79	65	59	-20	-6	-25.3	-9.2
NEW HAMPSHIRE	275	103	121	-154	18	-56.0	17.5
NEW JERSEY	1,435	1,221	1,338	-97	117	-6.8	9.6
NEW MEXICO	197	134	146	-51	12	-25.9	9.0
NEW YORK	4,134	2,002	1,861	-2,273	-141	-55.0	-7.0
NORTH CAROLINA	850	692	694	-156	2	-18.3	0.3
NORTH DAKOTA	94	80	81	-13	1	-13.8	1.3
OHIO	1,174	983	965	-209	-18	-17.8	-1.8
OKLAHOMA	246	338	300	55	-38	22.3	-11.2
OREGON	503	713	680	178	-33	35.3	-4.6
PENNSYLVANIA	3,316	1,813	1,563	-1,753	-250	-52.9	-13.8
PUERTO RICO	177	2,696	2,767	2,590	71	1,463.3	2.6
RHODE ISLAND	127	67	69	-58	2	-45.5	3.0
SOUTH CAROLINA	959	488	511	-448	23	-46.7	4.7
SOUTH DAKOTA	63	60	85	22	25	34.9	41.7
TENNESSEE	992	717	714	-278	-3	-28.0	-0.4
TEXAS	1,571	1,999	2,126	556	127	35.4	6.4
UTAH	321	351	359	38	8	11.8	2.3
VERMONT	22	44	398	366	354	1,143.7	804.5
VIRGINIA	1,526	1,875	1,789	261	-86	17.1	-4.6
WASHINGTON	949	380	391	-558	11	-58.8	2.9
WEST VIRGINIA	353	313	300	-53	-13	-15.0	-4.2
WISCONSIN	575	451	435	-140	-16	-24.3	-3.5
WYOMING	191	75	62	-129	-13	-67.5	-17.3
AMERICAN SAMOA	4	3	2	-2	-1	-50.0	-33.3
GUAM	16	32	18	3	-14	16.1	-43.8
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	48	-	0	-48	-	-100.0	-
VIRGIN ISLANDS	22	12	2	-20	-10	-90.9	-83.3
BUR. OF INDIAN AFFAIRS	-	14	23	-	9	-	64.3
U.S. AND TERRITORIES	38,247	31,096	31,576	-6,671	480	-17.4	1.5

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P.L. 89-313.

(Continued)

Table 6A7

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER P.L. 89-313 AND P.L. 94-142

DEAF-BLIND

STATE	NUMBER			CHANGES IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1982-83	1983-84	1983-84 - 1976-77	1983-84 - 1982-83	1983-84 - 1976-77	1983-84 - 1982-83
ALABAMA	-	54	51	-	-3	-	-5.6
ALASKA	-	15	23	-	8	-	53.3
ARIZONA	-	0	0	-	0	-	-
ARKANSAS	-	23	14	-	-9	-	-39.1
CALIFORNIA	-	229	226	-	-3	-	-1.3
COLORADO	-	92	78	-	-14	-	-15.2
CONNECTICUT	-	3	0	-	-3	-	-100.0
DELAWARE	-	42	33	-	-9	-	-21.4
DISTRICT OF COLUMBIA	-	39	32	-	-7	-	-17.9
FLORIDA	-	71	75	-	4	-	5.6
GEORGIA	-	7	23	-	16	-	228.6
HAWAII	-	52	16	-	-36	-	-69.2
IDAHO	-	6	1	-	-5	-	-83.3
ILLINOIS	-	104	105	-	1	-	1.0
INDIANA	-	24	11	-	-13	-	-54.2
IOWA	-	17	71	-	54	-	317.6
KANSAS	-	370	10	-	-360	-	-97.3
KENTUCKY	-	19	47	-	28	-	147.4
LOUISIANA	-	29	27	-	-2	-	-6.9
MAINE	-	11	17	-	6	-	54.5
MARYLAND	-	51	52	-	1	-	2.0
MASSACHUSETTS	-	140	582	-	442	-	315.7
MICHIGAN	-	0	0	-	0	-	-
MINNESOTA	-	33	26	-	-7	-	-21.2
MISSISSIPPI	-	47	40	-	-7	-	-14.9
MISSOURI	-	83	112	-	29	-	34.9
MONTANA	-	25	21	-	-4	-	-16.0
NEBRASKA	-	8	8	-	0	-	0.0
NEVADA	-	1	2	-	1	-	100.0
NEW HAMPSHIRE	-	5	8	-	3	-	60.0
NEW JERSEY	-	37	27	-	-10	-	-27.0
NEW MEXICO	-	57	6	-	-51	-	-89.5
NEW YORK	-	156	125	-	-31	-	-19.9
NORTH CAROLINA	-	42	42	-	0	-	0.0
NORTH DAKOTA	-	14	2	-	-12	-	-85.7
OHIO	-	48	26	-	-22	-	-45.8
OKLAHOMA	-	41	44	-	3	-	7.3
OREGON	-	43	59	-	16	-	37.2
PENNSYLVANIA	-	9	8	-	-1	-	-11.1
PUERTO RICO	-	55	62	-	7	-	12.7
RHODE ISLAND	-	17	14	-	-3	-	-17.6
SOUTH CAROLINA	-	13	8	-	-5	-	-38.5
SOUTH DAKOTA	-	14	15	-	1	-	7.1
TENNESSEE	-	27	25	-	-2	-	-7.4
TEXAS	-	172	153	-	-19	-	-11.0
UTAH	-	45	26	-	-19	-	-42.2
VERMONT	-	3	7	-	4	-	133.3
VIRGINIA	-	27	19	-	-8	-	-29.6
WASHINGTON	-	38	59	-	21	-	55.3
WEST VIRGINIA	-	2	15	-	13	-	650.0
WISCONSIN	-	44	32	-	-12	-	-27.3
WYOMING	-	21	7	-	-14	-	-66.7
AMERICAN SAMOA	-	3	6	-	3	-	100.0
GUAM	-	13	5	-	-8	-	-61.5
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	-	-	0	-	-	-	-
VIRGIN ISLANDS	-	12	9	-	-3	-	-25.0
BUR. OF INDIAN AFFAIRS	-	0	0	-	0	-	-
U.S. AND TERRITORIES	-	2,553	2,512	-	-41	-	-1.6

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND CHILDREN 0-20 YEARS SERVED UNDER P.L. 89-313.

Table 6B1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	ALL CONDITIONS			LEARNING DISABLED			SPEECH IMPAIRED			MENTALLY RETARDED		
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83
ALABAMA	3,259	4,018	4,132	314	880	971	188	383	382	2,475	2,211	2,209
ALASKA	508	579	564	279	359	337	45	39	42	112	55	78
ARIZONA	2,888	3,053	3,143	1,093	1,549	1,594	0	186	183	1,026	539	542
ARKANSAS	1,456	2,252	2,230	239	955	940	150	30	33	814	1,109	1,100
CALIFORNIA	13,907	14,551	15,405	4,933	7,816	8,442	651	3,828	3,916	3,210	1,139	1,184
COLORADO	3,001	3,372	3,270	1,209	1,438	1,368	326	508	462	880	611	611
CONNECTICUT	3,984	3,016	3,228	1,337	1,498	1,803	-	0	0	1,187	884	846
DELAWARE	833	935	1,034	320	224	239	52	25	34	213	114	127
DISTRICT OF COLUMBIA	688	711	702	132	281	286	20	88	66	275	181	187
FLORIDA	6,602	7,938	8,117	1,509	2,380	2,412	709	0	0	2,761	2,124	2,098
GEORGIA	4,775	6,343	6,686	835	1,648	1,722	480	649	768	2,319	2,034	2,090
HAWAII	702	880	892	293	235	235	-	63	105	176	98	96
IDAHO	851	717	762	373	368	374	90	182	191	203	122	148
ILLINOIS	12,679	16,527	15,919	2,863	5,080	4,975	1,858	2,037	1,952	4,104	3,983	3,746
INDIANA	3,583	5,975	5,176	279	1,664	1,750	683	833	7	1,987	2,451	2,258
IOWA	2,852	3,833	3,868	1,036	1,214	1,161	27	19	21	1,224	1,012	959
KANSAS	1,755	2,847	3,020	559	769	832	-	374	394	790	584	587
KENTUCKY	3,402	4,088	4,076	635	989	989	372	513	514	1,881	1,365	1,354
LOUISIANA	3,240	4,924	6,220	764	2,005	2,551	-	283	560	1,853	1,350	1,502
MAINE	1,040	1,688	1,705	176	525	535	1	109	111	219	440	447
MARYLAND	4,019	5,065	5,072	1,712	2,290	1,569	418	149	150	1,349	976	785
MASSACHUSETTS	6,362	6,005	6,187	1,005	2,180	2,246	1,905	844	795	1,609	1,332	1,380
MICHIGAN	8,403	7,460	9,899	1,259	2,295	2,581	1,370	1,166	902	3,362	2,602	3,082
MINNESOTA	4,838	5,305	5,028	1,905	2,647	2,462	658	0	0	1,679	1,714	1,578
MISSISSIPPI	1,971	3,145	3,145	272	926	926	251	402	402	1,295	1,380	1,380
MISSOURI	4,415	5,595	5,953	1,094	2,254	2,288	654	895	856	1,923	1,469	1,687
MONTANA	966	731	741	442	0	0	198	0	0	246	0	0
NEBRASKA	1,230	1,240	1,264	227	700	720	-	0	0	728	343	338
NEVADA	525	687	754	254	421	458	39	7	63	139	113	110
NEW HAMPSHIRE	1,007	497	522	181	199	210	161	0	0	181	69	73
NEW JERSEY	5,644	9,165	8,524	1,231	2,522	2,344	1,251	171	162	1,436	1,572	1,468
NEW MEXICO	-	-	-	-	-	-	-	-	-	-	-	-
NEW YORK	13,696	22,092	23,197	2,398	7,197	6,035	1,286	2,365	1,968	4,195	3,824	3,100
NORTH CAROLINA	4,058	5,222	5,577	419	1,870	1,147	10	265	401	3,043	2,359	1,688
NORTH DAKOTA	352	683	728	128	183	236	0	180	171	194	241	240
OHIO	6,702	13,012	12,120	1,636	5,396	5,085	-	0	0	4,070	5,184	4,877
OKLAHOMA	2,173	3,338	3,320	834	1,452	1,473	252	431	406	889	1,080	1,077
OREGON	1,559	1,744	1,769	729	435	441	189	350	351	406	417	421
PENNSYLVANIA	8,887	11,167	11,128	1,397	2,597	2,673	-	1,296	1,315	5,162	3,538	3,327
PUERTO RICO	696	1,557	1,996	31	60	64	17	22	24	506	738	800
RHODE ISLAND	505	1,019	897	195	651	460	0	49	9	180	139	102
SOUTH CAROLINA	3,559	3,514	3,026	468	838	817	466	447	366	1,928	1,515	1,241
SOUTH DAKOTA	409	634	504	139	120	0	1	0	0	186	407	0
TENNESSEE	4,700	4,057	4,175	1,640	1,370	1,500	560	0	0	1,465	1,645	1,640
TEXAS	8,864	14,916	15,684	1,878	6,377	6,597	1,624	0	0	1,934	3,875	3,897
UTAH	1,102	1,406	1,577	10	439	353	0	98	107	148	184	230
VERMONT	283	536	533	47	225	202	0	2	2	706	209	224
VIRGINIA	3,763	5,306	5,701	966	2,426	2,491	513	0	58	1,686	1,450	1,411
WASHINGTON	2,132	2,355	2,274	517	1,040	1,049	-	46	87	979	577	527
WEST VIRGINIA	1,650	2,183	2,369	272	762	766	207	0	0	892	956	932
WISCONSIN	4,940	6,737	6,418	1,245	2,027	1,913	930	1,158	1,243	1,771	1,897	1,488
WYOMING	444	554	554	228	-	-	0	-	-	138	-	-
AMERICAN SAMOA	20	27	25	2	11	0	2	-	2	8	11	18
GUAM	64	-	169	6	-	50	1	-	13	44	-	74
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	53	-	-	4	-	-	7	-	-	9	-	-
VIRGIN ISLANDS	71	-	-	7	-	-	4	-	-	46	-	-
BUR. OF INDIAN AFFAIRS	132	286	322	47	134	154	6	34	40	60	47	56
U.S. AND TERRITORIES	179,804	235,386	241,079	44,003	83,873	82,825	18,392	20,499	19,632	71,681	64,083	61,482

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. OSEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

(Continued)

Table 6B1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	EMOTIONALLY DISTURBED			HARD OF HEARING & DEAF			MULTIHANDICAPPED			ORTHOPEDICALLY IMPAIRED		
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83
ALABAMA	78	251	306	49	92	87	-	124	109	88	47	18
ALASKA	30	57	37	22	27	26	-	22	25	10	6	8
ARIZONA	440	345	367	150	130	134	-	169	181	78	24	27
ARKANSAS	27	48	44	71	50	53	-	12	13	64	12	12
CALIFORNIA	2.304	277	384	947	249	269	-	219	216	645	307	306
COLORADO	367	465	482	133	135	146	-	116	111	64	50	40
CONNECTICUT	906	507	543	338	56	60	-	0	0	111	41	44
DELAWARE	171	73	95	40	29	32	-	0	9	29	24	26
DISTRICT OF COLUMBIA	107	96	103	30	12	17	-	4	8	21	17	14
FLORIDA	835	1,163	1,216	265	273	291	-	0	0	214	203	201
GEORGIA	551	1,277	1,305	327	253	282	-	78	53	109	69	78
HAWAII	34	55	55	52	48	48	-	34	34	15	26	23
IDAHO	46	23	24	55	12	12	-	0	0	12	7	7
ILLINOIS	2.572	2.348	2.257	588	700	718	-	44	45	705	369	372
INDIANA	184	465	517	218	195	205	-	143	171	53	128	182
IOWA	201	288	325	184	164	172	-	93	111	67	65	68
KANSAS	226	359	411	98	101	103	-	0	0	17	15	16
KENTUCKY	165	220	222	123	77	78	-	106	109	33	33	34
LOUISIANA	229	387	805	148	183	269	-	88	83	63	53	63
MAINE	26	300	310	29	85	88	-	45	47	8	64	66
MARYLAND	271	380	392	124	194	192	-	340	320	68	68	68
MASSACHUSETTS	1.096	882	910	219	204	209	-	192	204	240	126	129
MICHIGAN	1,356	177	1,915	443	356	433	-	226	226	323	279	358
MINNESOTA	260	399	480	71	185	178	-	0	0	87	30	40
MISSISSIPPI	6	55	55	107	47	41	-	30	30	18	30	30
MISSOURI	491	606	656	150	93	152	-	82	85	81	90	85
MONTANA	49	0	0	16	0	0	-	0	0	13	0	0
NEBRASKA	126	95	111	65	33	31	-	24	25	43	35	29
NEVADA	23	43	48	23	28	26	-	26	31	19	11	7
NEW HAMPSHIRE	172	42	45	40	29	31	-	46	44	121	0	0
NEW JERSEY	950	1,451	1,347	196	181	162	-	371	341	88	74	68
NEW MEXICO	-	-	-	-	-	-	-	-	-	-	-	-
NEW YORK	3.230	5,115	4,270	419	911	895	-	1,021	1,087	154	486	247
NORTH CAROLINA	229	414	445	213	252	173	-	80	118	40	62	57
NORTH DAKOTA	16	22	26	9	32	29	-	-	0	2	8	8
OHIO	210	901	899	381	387	331	-	386	0	300	545	430
OKLAHOMA	27	105	121	106	79	85	-	121	94	35	27	44
OREGON	102	109	112	48	79	81	-	37	28	27	100	102
PENNSYLVANIA	1.090	1.230	1.239	542	487	525	-	9	0	803	225	340
PUERTO RICO	20	63	68	90	82	88	-	248	30	4	18	20
RHODE ISLAND	92	56	53	15	5	3	-	9	10	16	2	0
SOUTH CAROLINA	248	327	292	164	157	127	-	63	48	67	69	56
SOUTH DAKOTA	25	21	0	32	25	0	-	22	0	11	18	0
TENNESSEE	355	230	205	230	250	230	-	250	270	35	120	120
TEXAS	389	966	1,176	515	466	483	-	303	332	460	383	269
UTAH	49	361	386	5	21	23	-	130	133	8	21	29
VERMONT	26	40	45	33	18	18	-	26	26	5	7	7
VIRGINIA	254	570	715	222	180	215	-	216	310	58	41	46
WASHINGTON	365	222	185	127	112	84	-	81	79	36	68	42
WEST VIRGINIA	57	154	168	56	75	81	-	23	22	43	33	32
WISCONSIN	564	1.043	987	199	197	189	-	0	0	118	128	108
WYOMING	39	-	-	28	-	-	-	-	-	6	-	-
AMERICAN SAMOA	0	0	-	3	2	1	-	2	2	1	0	0
GUAM	0	-	4	9	-	6	-	-	10	0	-	5
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	9	-	-	12	-	-	-	-	-	3	-	-
VIRGIN ISLANDS	4	-	-	6	-	-	-	-	-	2	-	-
BUR. OF INDIAN AFFAIRS	10	19	25	4	0	1	-	10	13	3	1	2
U.S. AND TERRITORIES	21.709	25.097	26.967	8.789	8.037	8.224	-	5.680	5.240	5.344	4.661	4.383

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. OSEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

(Continued)

Table 6B1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	OTHER HEALTH IMPAIRED			VISUALLY HANDICAPPED			DEAF-BLIND			NONCATEGORICAL		
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1981-82	TEACHERS EMPLOYED 1982-83
ALABAMA	81	14	12	6	33	35	-	3	3		0	0
ALASKA	8	4	3	5	7	5	-	2	3		0	0
ARIZONA	1	62	66	100	47	47	-	2	1		0	0
ARKANSAS	50	9	9	43	21	20	-	6	6		0	0
CALIFORNIA	411	612	804	406	88	94	-	16	8		0	0
COLORADO	-	0	0	43	46	90	-	4	0		0	0
CONNECTICUT	36	9	10	89	21	22	-	0	0		0	0
DELAWARE	1	1	0	12	3	4	-	7	6		436	463
DISTRICT OF COLUMBIA	21	14	13	92	12	11	-	6	7		0	10
FLORIDA	200	319	306	109	152	159	-	15	10		1,328	1,423
GEORGIA	152	121	126	88	86	98	-	7	9		126	134
HAWAII	128	-	0	5	10	10	-	7	7		287	281
IDAHO	28	2	3	44	3	5	-	1	1		0	0
ILLINOIS	-	-	1	189	269	287	-	-	9		1,899	1,559
INDIANA	102	10	5	77	85	97	-	1	4		0	0
IOWA	65	20	22	48	27	29	-	21	23		910	775
KANSAS	26	18	21	40	45	48	-	100	105		481	504
KENTUCKY	153	159	162	41	29	29	-	0	0		580	584
LOUISIANA	127	50	114	56	79	61	-	4	5		442	406
MAINE	-	56	56	-	30	31	-	14	14		0	0
MARYLAND	28	40	63	52	106	105	-	5	27		520	1,433
MASSACHUSETTS	128	143	149	180	96	99	-	8	67		0	0
MICHIGAN	155	-	-	138	94	137	-	-	-		265	265
MINNESOTA	136	42	31	42	58	53	-	3	3		227	222
MISSISSIPPI	-	0	0	22	15	15	-	1	1		280	280
MISSOURI	0	0	0	22	24	70	-	0	0		83	76
MONTANA	1	0	0	1	0	0	-	0	0		731	741
NEBRASKA	8	0	0	33	10	10	-	0	0		0	0
NEVADA	20	10	5	8	8	8	-	0	0		0	0
NEW HAMPSHIRE	131	0	0	20	13	14	-	0	0		99	106
NEW JERSEY	343	104	94	113	108	102	-	10	9		2,602	2,429
NEW MEXICO	-	-	-	-	-	-	-	-	-			
NEW YORK	1,658	851	378	356	322	391	-	0	0		0	4,826
NORTH CAROLINA	41	55	146	63	57	109	-	8	7		0	1,289
NORTH DAKOTA	0	-	0	2	14	13	-	4	4			0
OHIO	88	-	0	119	132	95	-	5	403		76	0
OKLAHOMA	0	15	1	30	17	15	-	11	5		0	0
OREGON	24	133	134	34	40	42	-	9	10		45	47
PENNSYLVANIA	-	126	5	193	262	234	-	12	10		1,386	1,450
PUERTO RICO	21	4	4	7	13	14	-	11	12		298	872
RHODE ISLAND	0	3	4	7	4	4	-	1	1		100	250
SOUTH CAROLINA	124	21	11	94	74	66	-	3	2		0	0
SOUTH DAKOTA	2	3	0	13	12	0	-	8	0		0	504
TENNESSEE	270	100	120	145	90	85	-	2	5			0
TEXAS	-	188	186	64	144	154	-	89	81		2,145	2,489
UTAH	54	2	2	1	12	10	-	2	5		138	297
VERMONT	5	7	7	61	1	1	-	1	1		0	0
VIRGINIA	11	11	57	54	70	106	-	2	4		340	287
WASHINGTON	5	53	57	18	28	21	-	5	2		126	141
WEST VIRGINIA	90	77	90	33	48	48	-	5	7		52	226
WISCONSIN	34	49	0	80	81	111	-	6	9		356	370
WYOMING	4	-	-	4	-	-	-	-	-			554
AMERICAN SAMOA	1	0	0	1	0	0	-	1	1		0	1
GUAM	0	-	0	4	-	3	-	-	2			0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-			
TRUST TERRITORIES	5	-	-	4	-	-	-	-	-			
VIRGIN ISLANDS	0	-	-	2	-	-	-	-	-			
BUR. OF INDIAN AFFAIRS	-	0	1	1	1	3	-	0	0		41	29
U.S. AND TERRITORIES	4,975	3,518	3,079	3,470	3,041	3,275	-	404	898	-	16,177	25,305

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. OSEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

Table 6B1

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	ALL STAFF			SOCIAL WORKERS			OCCUPATIONAL/ RECREATIONAL/ PHYSICAL THERAPISTS		
	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983
ALABAMA	387	1,832	2,133	0	12	11	2	49	32
ALASKA	330	740	747	0	2	2	0	33	29
ARIZONA	2,158	3,471	3,998	35	71	76	32	79	87
ARKANSAS	1,569	1,054	1,096	2	27	29	44	12	12
CALIFORNIA	18,459	20,282	20,397	88	10	11	81	11	10
COLORADO	2,511	3,093	2,844	245	309	308	37	213	138
CONNECTICUT	3,054	1,840	1,987	-	243	280	24	41	43
DELAWARE	384	609	756	36	14	15	18	15	22
DISTRICT OF COLUMBIA	958	950	1,221	66	68	62	25	49	42
FLORIDA	2,978	8,821	8,272	10	211	283	97	151	159
GEORGIA	2,275	4,731	5,431	224	196	255	41	118	157
HAWAII	241	665	667	31	41	44	7	38	41
IDAHO	729	1,695	2,389	17	15	26	18	4	8
ILLINOIS	18,545	14,457	16,794	756	1,190	1,217	34	379	441
INDIANA	3,143	5,700	6,280	28	103	113	59	166	184
IOWA	2,203	3,054	2,964	121	200	192	27	69	78
KANSAS	1,566	2,975	3,238	38	91	94	6	41	51
KENTUCKY	3,417	3,211	3,684	51	50	44	48	41	41
LOUISIANA	4,430	6,003	6,612	69	182	171	74	66	77
MAINE	3,841	2,353	2,671	28	32	38	0	14	16
MARYLAND	3,409	5,973	5,743	36	75	111	21	233	215
MASSACHUSETTS	7,695	6,085	6,069	446	445	483	81	77	83
MICHIGAN	7,095	10,295	9,630	924	687	787	177	522	536
MINNESOTA	2,713	5,273	5,045	260	380	313	27	176	174
MISSISSIPPI	1,311	1,436	1,436	161	35	35	6	13	13
MISSOURI	2,652	3,238	3,150	2	66	22	96	52	51
MONTANA	277	696	723	6	5	5	1	10	8
NEBRASKA	1,030	392	389	-	3	2	-	3	7
NEVADA	274	671	594	6	5	4	1	12	10
NEW HAMPSHIRE	2,985	986	1,028	396	0	0	127	51	53
NEW JERSEY	6,210	12,640	12,606	724	1,063	905	29	206	121
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	7,882	11,793	14,065	38	0	0	0	0	0
NORTH CAROLINA	3,910	4,597	4,406	128	146	118	66	129	87
NORTH DAKOTA	330	558	582	5	30	28	1	26	22
OHIO	2,576	7,743	6,286	0	32	38	31	235	252
OKLAHOMA	1,336	2,239	1,803	38	51	17	17	73	54
OREGON	1,126	3,693	3,242	9	66	73	16	123	128
PENNSYLVANIA	6,511	10,241	10,199	-	169	150	-	267	272
PUERTO RICO	242	1,201	668	19	37	36	6	14	10
RHODE ISLAND	235	1,091	1,211	21	63	66	8	27	21
SOUTH CAROLINA	3,050	3,080	2,653	133	92	62	72	143	128
SOUTH DAKOTA	589	826	880	4	33	35	9	40	40
TENNESSEE	2,495	3,780	3,805	50	95	100	30	65	65
TEXAS	3,780	14,790	15,384	-	140	142	200	240	259
UTAH	823	1,100	1,182	54	62	67	2	24	24
VERMONT	677	856	823	0	4	11	3	13	13
VIRGINIA	3,343	2,923	5,914	352	336	365	59	171	188
WASHINGTON	1,682	2,281	2,376	0	43	43	0	151	153
WEST VIRGINIA	653	1,757	1,856	8	20	23	1	27	27
WISCONSIN	2,678	5,033	3,943	190	329	331	115	371	371
WYOMING	620	772	772	15	49	49	13	21	21
AMERICAN SAMOA	17	31	31	0	1	1	1	0	0
GUAM	34	-	191	2	-	5	0	-	8
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	27	-	-	0	-	-	3	-	-
VIRGIN ISLANDS	44	-	-	0	-	-	0	-	-
BUR. OF INDIAN AFFAIRS	182	352	456	11	9	6	-	10	7
U.S. AND TERRITORIES	151,649	213,900	224,684	5,881	7,598	7,659	1,905	5,114	5,091

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(Continued)

Table 6B2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

	TEACHER AIDES			PHYSICAL ED COORDINATORS			SUPERVISORS		
STATE	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983
ALABAMA	180	755	971	0	24	97	74	161	166
ALASKA	205	383	401	0	2	3	19	44	34
ARIZONA	903	1,735	1,797	14	69	74	259	133	159
ARKANSAS	418	318	326	25	48	45	177	89	98
CALIFORNIA	8,230	16,794	16,887	880	314	387	607	821	557
COLORADO	776	1,284	1,280	38	0	9	185	114	105
CONNECTICUT	1,272	182	195	6	15	17	257	198	209
DELAWARE	111	225	229	34	10	25	10	27	30
DISTRICT OF COLUMBIA	215	227	302	21	24	25	58	37	20
FLORIDA	2,011	2,870	3,192	64	113	108	337	297	384
GEORGIA	656	1,674	1,904	17	31	33	144	328	334
HAWAII	69	340	340	-	7	6	2	10	12
IDAHO	376	420	823	10	284	307	51	61	95
ILLINOIS	9,532	7,395	8,360	200	116	107	388	574	678
INDIANA	1,215	1,935	2,085	-	45	46	93	397	348
IOWA	865	1,220	1,163	18	6	5	175	107	104
KANSAS	832	1,877	2,046	3	17	25	99	84	91
KENTUCKY	395	1,047	1,116	1,409	281	269	165	137	110
LOUISIANA	2,604	3,182	3,848	60	176	255	226	152	215
MAINE	1,067	1,150	1,285	511	0	0	898	123	126
MARYLAND	1,443	2,275	2,129	66	118	113	228	263	288
MASSACHUSETTS	3,294	2,548	2,680	138	108	113	570	310	320
MICHIGAN	4,540	4,676	4,858	0	151	57	430	445	494
MINNESOTA	1,582	2,402	2,341	65	164	141	361	241	215
MISSISSIPPI	300	366	366	-	39	39	40	140	140
MISSOURI	1,764	2,228	2,244	58	29	20	56	274	315
MONTANA	135	331	355	2	8	9	43	47	46
NEBRASKA	375	0	0	-	0	0	90	33	34
NEVADA	170	383	349	1	31	29	3	21	21
NEW HAMPSHIRE	1,183	390	403	84	4	4	46	75	78
NEW JERSEY	342	3,053	2,656	150	320	235	300	732	457
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	5,251	5,470	7,730	619	0	0	713	1,578	1,700
NORTH CAROLINA	1,505	1,845	1,860	126	237	231	390	209	217
NORTH DAKOTA	100	221	230	1	10	12	15	61	62
OHIO	184	2,697	1,130	4	110	106	263	495	467
OKLAHOMA	56	571	555	9	377	31	39	77	106
OREGON	458	798	817	46	94	97	70	278	280
PENNSYLVANIA	4,187	4,946	4,747	-	94	102	449	586	607
PUERTO RICO	55	434	489	9	77	11	27	48	19
RHODE ISLAND	-	381	411	-	119	36	40	45	45
SOUTH CAROLINA	970	1,166	1,049	18	202	188	247	166	152
SOUTH DAKOTA	207	225	225	6	202	25	18	17	16
TENNESSEE	1,450	1,720	1,740	15	140	140	180	150	150
TEXAS	1,100	8,619	9,017	55	24	26	640	614	620
UTAH	267	495	566	35	8	7	56	69	70
VERMONT	297	223	160	4	49	57	1	64	64
VIRGINIA	1,412	281	2,470	38	58	87	283	279	289
WASHINGTON	566	904	930	0	24	17	143	130	134
WEST VIRGINIA	287	697	723	21	18	19	37	115	120
WISCONSIN	1,065	1,940	2,021	106	37	34	152	190	195
WYOMING	226	434	434	16	0	0	31	0	0
AMERICAN SAMOA	1	9	7	0	1	1	5	6	5
GUAM	14	-	98	1	-	5	3	-	6
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	8	-	-	0	-	-	3	-	-
VIRGIN ISLANDS	13	-	-	0	-	-	3	-	-
BUR. OF INDIAN AFFAIRS	101	189	200	11	5	3	7	30	53
U.S. AND TERRITORIES	86,876	97,845	102,722	5,014	4,404	3,815	10,161	11,872	11,807

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(Continued)

Table 6B2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

	OTHER NON-INSTRUCTIONAL STAFF			PSYCHOLOGISTS/DIAGNOSTIC STAFF			SPEECH PATHOLOGISTS/AUDIOLOGISTS		
STATE	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983
ALABAMA	0	223	236	63	206	203	0	392	389
ALASKA	21	143	127	28	53	59	45	84	76
ARIZONA	70	667	671	324	359	350	375	275	307
ARKANSAS	421	61	60	126	70	70	159	381	405
CALIFORNIA	3,367	985	867	1,947	223	277	2,089	1,001	1,327
COLORADO	680	741	639	261	315	343	42	25	22
CONNECTICUT	573	270	289	381	358	383	448	506	543
DELAWARE	21	132	191	50	111	130	2	62	76
DISTRICT OF COLUMBIA	257	375	635	153	110	98	87	37	23
FLORIDA	148	1,038	1,766	71	571	744	0	1,301	1,327
GEORGIA	731	1,357	1,514	440	299	378	-	677	798
HAWAII	8	36	36	71	145	148	43	38	38
IDAHO	43	0	10	157	86	100	20	98	118
ILLINOIS	337	3,404	6,287	2,965	1,200	1,239	20	44	74
INDIANA	81	1,747	2,206	305	344	390	2	845	835
IOWA	90	225	216	306	572	586	477	502	568
KANSAS	32	112	183	214	348	324	293	391	408
KENTUCKY	186	1,103	1,367	987	191	180	69	13	4
LOUISIANA	230	863	2,948	379	482	547	621	799	488
MAINE	0	567	610	494	158	181	107	167	244
MARYLAND	586	1,610	1,585	184	366	291	503	770	762
MASSACHUSETTS	1,179	1,289	1,230	618	334	330	903	844	795
MICHIGAN	261	2,184	1,366	648	971	853	0	410	410
MINNESOTA	76	420	422	202	431	402	-	913	871
MISSISSIPPI	427	284	284	122	86	86	20	385	388
MISSOURI	337	162	93	133	386	385	62	16	14
MONTANA	0	7	9	66	102	102	9	172	179
NEBRASKA	97	0	0	142	106	109	282	245	238
NEVADA	6	23	37	40	82	86	24	96	45
NEW HAMPSHIRE	969	190	200	235	122	128	156	131	137
NEW JERSEY	2,144	902	4,407	1,619	4,404	2,009	731	1,419	1,236
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	0	2,949	2,753	105	1,796	1,882	0	0	0
NORTH CAROLINA	540	722	835	290	331	371	457	496	302
NORTH DAKOTA	0	0	1	11	19	24	145	162	174
OHIO	200	1,501	1,628	809	1,009	1,014	937	1,266	1,261
OKLAHOMA	255	277	416	155	175	150	51	438	406
OREGON	82	1,168	1,187	86	201	203	119	361	373
PENNSYLVANIA	442	2,786	3,009	184	967	915	1,214	159	151
PUERTO RICO	30	210	44	37	133	25	5	23	28
RHODE ISLAND	0	171	323	60	160	149	106	101	140
SOUTH CAROLINA	791	709	561	434	215	200	48	138	108
SOUTH DAKOTA	183	57	63	24	17	18	118	174	178
TENNESSEE	200	565	580	125	290	290	50	590	565
TEXAS	925	1,034	1,100	650	1,488	1,521	40	2,110	2,074
UTAH	69	92	96	89	136	139	67	203	205
VERMONT	3	197	197	14	40	40	89	183	197
VIRGINIA	66	388	1,087	398	449	510	19	796	761
WASHINGTON	361	227	241	263	374	447	329	351	346
WEST VIRGINIA	42	308	335	49	168	184	7	353	369
WISCONSIN	144	0	-	609	1,007	979	10	1,159	7
WYOMING	118	47	47	73	99	99	86	122	122
AMERICAN SAMOA	6	8	9	1	3	5	0	0	0
GUAM	2	-	18	3	-	26	6	-	14
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	9	-	-	3	-	-	1	-	-
VIRGIN ISLANDS	16	-	-	9	-	-	1	-	-
BUR. OF INDIAN AFFAIRS	17	53	104	19	38	32	11	34	42
U.S. AND TERRITORIES	17,479	34,607	45,124	17,731	22,706	20,650	11,502	22,298	20,948

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(Continued)

Table 6B2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

	WORK-STUDY COORDINATORS/ +-VOCATIONAL EDUCATION TEACHERS+		
STATE	EMPLOYED 1977	EMPLOYED 1982	EMPLOYED 1983
ALABAMA	30	8	28
ALASKA	7	16	16
ARIZONA	38	82	77
ARKANSAS	192	50	51
CALIFORNIA	477	103	94
COLORADO	158	112	0
CONNECTICUT	67	25	28
DELAWARE	99	14	40
DISTRICT OF COLUMBIA	42	13	14
FLORIDA	240	269	311
GEORGIA	22	52	58
HAWAII	7	10	5
IDAHO	31	757	902
ILLINOIS	238	187	191
INDIANA	202	118	118
IOWA	61	73	82
KANSAS	23	14	14
KENTUCKY	75	350	983
LOUISIANA	92	101	83
MAINE	776	142	171
MARYLAND	120	265	279
MASSACHUSETTS	142	131	74
MICHIGAN	0	269	269
MINNESOTA	140	168	166
MISSISSIPPI	215	88	88
MISSOURI	139	27	7
MONTANA	1	13	12
NEBRASKA	23	0	0
NEVADA	8	38	13
NEW HAMPSHIRE	173	24	26
NEW JERSEY	125	543	982
NEW MEXICO	-	-	-
NEW YORK	874	0	0
NORTH CAROLINA	352	482	387
NORTH DAKOTA	15	29	28
OHIO	148	398	372
OKLAHOMA	82	199	67
OREGON	85	604	84
PENNSYLVANIA	35	288	248
PUERTO RICO	54	225	6
RHODE ISLAND	0	24	20
SOUTH CAROLINA	167	240	305
SOUTH DAKOTA	15	61	60
TENNESSEE	205	165	178
TEXAS	170	521	628
UTAH	126	10	9
VERMONT	41	85	84
VIRGINIA	193	165	197
WASHINGTON	0	78	68
WEST VIRGINIA	92	51	57
WISCONSIN	238	1	6
WYOMING	36	0	0
AMERICAN SAMOA	3	3	3
GUAM	1	-	11
NORTHERN MARIANAS	-	-	-
TRUST TERRITORIES	0	-	-
VIRGIN ISLANDS	2	-	-
BUR. OF INDIAN AFFAIRS	2	8	7
U.S. AND TERRITORIES	6,887	7,089	7,063

CERTAIN DISCREPANCIES MAY HAVE OCCURRED DUE TO VARYING INTERPRETATIONS OF FULL TIME EQUIVALENCY (FTE) AMONG STATES AND WITHIN THE SAME STATE BETWEEN ONE YEAR AND ANOTHER. OSEP IS WORKING WITH THE SEAS TO IMPROVE THE VALIDITY OF THIS DATA.

Table 6B3

RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS			LEARNING DISABLED			SPEECH IMPAIRED			MENTALLY RETARDED		
	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	81,609	4,132	20:1	20,899	971	22:1	16,235	382	43:1	34,986	2,209	16:1
ALASKA	12,017	584	21:1	6,826	337	20:1	3,374	42	80:1	665	78	9:1
ARIZONA	51,862	3,143	17:1	25,710	1,594	16:1	11,195	183	61:1	6,002	542	11:1
ARKANSAS	49,004	2,230	22:1	19,436	940	21:1	10,493	33	318:1	16,013	1,100	15:1
CALIFORNIA	364,318	15,405	24:1	198,696	8,442	24:1	92,056	3,916	24:1	28,580	1,164	25:1
COLORADO	45,126	3,270	14:1	19,654	1,368	14:1	7,796	462	17:1	5,795	611	9:1
CONNECTICUT	66,010	3,228	20:1	29,352	1,603	18:1	13,896	0		6,206	946	7:1
DELAWARE	14,405	1,034	14:1	6,670	239	28:1	1,747	34	51:1	2,115	127	17:1
DISTRICT OF COLUMBIA	5,809	702	8:1	1,629	286	6:1	1,780	66	27:1	1,237	167	7:1
FLORIDA	155,609	8,117	19:1	58,105	2,412	24:1	46,256	0		27,537	2,098	13:1
GEORGIA	112,555	6,666	17:1	35,722	1,722	21:1	26,702	768	35:1	28,214	2,090	13:1
GUAM	2,031	169	12:1	530	50	11:1	243	13	19:1	913	74	12:1
HAWAII	12,876	892	14:1	8,189	235	35:1	1,962	105	19:1	1,514	96	16:1
IDAHO	17,673	762	23:1	8,233	374	22:1	4,350	191	23:1	2,946	145	20:1
ILLINOIS	261,769	15,919	16:1	95,905	4,975	19:1	75,784	1,982	39:1	44,546	3,748	12:1
INDIANA	100,228	5,176	19:1	27,434	1,750	16:1	41,360	7	5909:1	24,189	2,258	11:1
IOWA	56,109	3,666	15:1	21,340	1,161	18:1	14,656	21	698:1	12,226	959	13:1
KANSAS	44,159	3,020	15:1	16,190	832	19:1	14,274	394	36:1	6,779	587	13:1
KENTUCKY	73,170	4,076	18:1	20,084	989	20:1	24,922	514	49:1	21,741	1,354	16:1
LOUISIANA	86,009	6,220	14:1	39,707	2,551	16:1	20,701	580	37:1	15,742	1,502	10:1
MAINE	26,485	1,705	16:1	8,974	535	17:1	6,136	111	55:1	5,167	447	12:1
MARYLAND	90,879	5,072	18:1	48,386	1,569	31:1	24,209	150	162:1	7,943	755	11:1
MASSACHUSETTS	138,480	6,187	22:1	48,884	2,246	22:1	31,848	795	40:1	29,357	1,380	21:1
MICHIGAN	155,771	9,899	16:1	55,467	2,581	21:1	44,081	902	49:1	26,971	3,082	9:1
MINNESOTA	77,658	5,026	15:1	34,748	2,462	14:1	19,013	0		13,789	1,578	9:1
MISSISSIPPI	50,883	3,145	16:1	15,788	926	18:1	16,796	402	42:1	15,361	1,380	11:1
MISSOURI	99,984	5,953	17:1	36,224	2,288	16:1	33,202	856	39:1	19,530	1,687	12:1
MONTANA	15,215	741	21:1	7,208	0		4,790	0		1,515	0	
NEBRASKA	30,448	1,264	24:1	12,227	720	17:1	9,246	0		5,669	338	17:1
NEVADA	13,326	754	18:1	7,041	458	15:1	3,232	63	52:1	1,047	110	10:1
NEW HAMPSHIRE	14,143	522	27:1	8,220	210	39:1	2,325	0		1,419	73	19:1
NEW JERSEY	161,481	8,524	19:1	62,736	2,344	27:1	61,280	162	378:1	12,463	1,466	9:1
NEW MEXICO	26,334	-		12,237	-		6,789	-		2,782	-	
NEW YORK	264,835	23,187	11:1	116,753	6,035	19:1	41,661	1,968	21:1	37,810	3,100	12:1
NORTH CAROLINA	120,586	5,577	22:1	49,019	1,147	43:1	25,808	401	64:1	33,240	1,688	20:1
NORTH DAKOTA	10,802	728	15:1	4,340	236	18:1	3,600	171	21:1	1,920	240	8:1
OHIO	202,234	12,120	17:1	72,031	5,085	14:1	96,932	0		56,802	4,677	12:1
OKLAHOMA	65,819	3,320	20:1	28,625	1,473	19:1	20,389	406	50:1	13,582	1,077	12:1
OREGON	46,201	1,769	26:1	23,499	441	53:1	11,614	351	33:1	4,781	421	11:1
PENNSYLVANIA	196,277	11,128	18:1	63,413	2,673	24:1	61,684	1,315	47:1	46,402	3,337	14:1
PUERTO RICO	35,173	1,996	18:1	1,852	64	29:1	1,206	24	50:1	21,159	800	26:1
RHODE ISLAND	18,569	897	21:1	11,729	460	25:1	3,337	9	359:1	1,498	102	15:1
SOUTH CAROLINA	71,705	3,026	24:1	20,930	817	26:1	19,596	366	54:1	22,404	1,241	18:1
SOUTH DAKOTA	11,841	504	23:1	3,583	0		5,413	0		1,481	0	
TENNESSEE	106,091	4,175	25:1	42,804	1,500	29:1	32,996	0		20,245	1,640	12:1
TEXAS	289,343	15,884	18:1	150,768	6,597	23:1	66,544	0		30,769	3,897	8:1
UTAH	38,968	1,577	25:1	13,611	353	39:1	8,375	107	78:1	3,159	230	14:1
VERMONT	9,309	533	17:1	2,973	202	15:1	2,696	2	1348:1	2,563	224	11:1
VIRGINIA	100,713	5,701	18:1	38,614	2,491	15:1	30,703	58	528:1	16,878	1,411	12:1
VIRGIN ISLANDS	1,237	-		220	-		245	-		626	-	
WASHINGTON	64,295	2,274	28:1	31,286	1,049	30:1	13,511	87	155:1	9,400	527	18:1
WEST VIRGINIA	42,418	2,369	18:1	14,719	766	19:1	12,774	0		11,066	932	12:1
WISCONSIN	72,219	6,418	11:1	27,224	1,913	14:1	18,024	1,243	14:1	13,234	1,488	9:1
WYOMING	11,144	554	20:1	5,095	-		3,184	-		943	-	
AMERICAN SAMOA	244	25	10:1	1	0		50	2	25:1	161	18	9:1
BUR. OF INDIAN AFFAIRS	4,849	322	15:1	2,531	154	16:1	1,047	40	27:1	723	56	13:1
TRUST TERRITORIES	-	-		-	-		-	-		-	-	
NORTHERN MARIANAS	-	-		-	-		-	-		-	-	
U.S. AND TERRITORIES	4,298,327	241,079	18:1	1,745,871	82,625	21:1	1,134,197	19,632	58:1	780,831	61,452	13:1
COMPLETE CASES	4,270,756	241,079	18:1	1,717,547	82,625	21:1	853,794	19,632	43:1	773,484	61,452	13:1

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142
AND 0-20 UNDER P.L. 89-313.
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OR NOT EACH COUNT IS AVAILABLE FOR EVERY STATE. THE TOTAL FOR COMPLETE CASES REPRESENTS ONLY
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(Continued)

Table 6B3

RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1982-1983

	EMOTIONALLY DISTURBED			HARD OF HEARING AND DEAF			MULTIHANDICAPPED			ORTHOPEDICALLY IMPAIRED		
STATE	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	6,115	306	20:1	1,136	87	13:1	979	109	9:1	381	18	21:1
ALASKA	362	37	10:1	200	26	8:1	218	25	9:1	243	8	30:1
ARIZONA	5,286	367	14:1	1,043	134	8:1	843	181	5:1	747	27	28:1
ARKANSAS	608	44	14:1	739	53	14:1	753	13	58:1	421	12	35:1
CALIFORNIA	9,457	384	25:1	7,217	269	27:1	4,776	216	22:1	7,033	308	23:1
COLORADO	7,596	482	16:1	1,018	148	7:1	2,029	111	18:1	815	40	21:1
CONNECTICUT	13,089	543	24:1	986	60	16:1	476	0		363	44	8:1
DELAWARE	2,943	95	31:1	294	32	9:1	31	9	3:1	311	26	12:1
DISTRICT OF COLUMBIA	697	103	7:1	83	17	5:1	94	8	12:1	140	14	10:1
FLORIDA	17,077	1,216	14:1	2,086	291	7:1	78	0		2,080	201	10:1
GEORGIA	17,412	1,305	13:1	1,847	282	7:1	356	53	7:1	913	78	12:1
GUAM	63	4	16:1	87	8	11:1	119	10	12:1	19	5	4:1
HAWAII	438	55	8:1	248	48	5:1	187	34	6:1	214	23	9:1
IDAHO	518	24	22:1	430	12	36:1	298	0		306	7	44:1
ILLINOIS	31,684	2,257	14:1	4,198	718	6:1	1,134	45	25:1	4,392	372	12:1
INDIANA	2,775	517	5:1	1,362	205	7:1	1,456	171	9:1	818	162	5:1
IOWA	4,749	325	15:1	1,061	172	6:1	757	111	7:1	853	68	13:1
KANSAS	4,323	411	11:1	771	103	7:1	405	0		719	16	45:1
KENTUCKY	2,356	222	11:1	943	78	12:1	1,295	109	12:1	761	34	22:1
LOUISIANA	4,225	605	7:1	1,707	269	6:1	995	83	12:1	665	63	11:1
MAINE	4,225	310	14:1	403	88	5:1	738	47	16:1	429	66	7:1
MARYLAND	3,596	392	9:1	1,500	192	8:1	3,239	320	10:1	828	66	13:1
MASSACHUSETTS	18,970	910	21:1	1,939	209	9:1	3,047	204	15:1	1,525	129	12:1
MICHIGAN	20,400	1,915	11:1	3,059	433	7:1	187	226	1:1	4,684	358	13:1
MINNESOTA	5,855	460	13:1	1,635	179	9:1	4	0		1,296	40	32:1
MISSISSIPPI	422	55	8:1	635	47	14:1	227	30	8:1	353	30	12:1
MISSOURI	7,017	656	11.1	1,175	152	8:1	817	85	10:1	842	85	10:1
MONTANA	683	0		247	0		323	0		114	0	
NEBRASKA	1,887	111	17:1	514	31	16:1	347	25	14:1	400	29	14:1
NEVADA	790	48	17:1	175	26	7:1	369	31	12:1	264	7	38:1
NEW HAMPSHIRE	1,197	45	27:1	276	31	9:1	235	44	5:1	137	0	
NEW JERSEY	15,254	1,347	11:1	2,028	162	13:1	3,741	341	11:1	1,213	68	18:1
NEW MEXICO	2,164	-		422	-		1,346	-		308	-	
NEW YORK	44,225	4,270	10:1	5,086	895	6:1	6,882	1,087	6:1	4,347	247	18:1
NORTH CAROLINA	5,599	445	13:1	2,305	173	13:1	1,680	115	15:1	1,015	57	18:1
NORTH DAKOTA	297	26	11:1	257	29	9:1	0	0		181	8	22:1
OHIO	6,302	899	7:1	2,783	331	8:1	2,015	0		3,538	430	8:1
OKLAHOMA	1,039	121	9:1	852	85	10:1	1,291	94	14:1	434	44	10:1
OREGON	2,565	112	23:1	1,408	81	17:1	116	28	4:1	933	102	9:1
PENNSYLVANIA	16,639	1,239	13:1	4,165	525	8:1	5	0		2,119	340	6:1
PUERTO RICO	795	68	12:1	2,237	88	25:1	2,552	30	85:1	522	20	26:1
RHODE ISLAND	1,165	53	22:1	240	3	75:1	105	10	11:1	221	0	1105:1
SOUTH CAROLINA	5,710	292	20:1	1,191	127	9:1	422	48	9:1	801	56	14:1
SOUTH DAKOTA	320	0		304	0		392	0		234	0	
TENNESSEE	2,853	205	14:1	2,186	230	10:1	1,729	270	6:1	1,082	120	9:1
TEXAS	17,707	1,176	15:1	4,868	483	10:1	7,526	332	23:1	3,525	289	12:1
UTAH	10,623	386	28:1	829	23	36:1	1,456	133	11:1	283	29	10:1
VERMONT	393	45	9:1	206	18	11:1	196	26	8:1	120	7	17:1
VIRGINIA	6,723	715	9:1	1,615	215	8:1	3,080	310	10:1	719	48	15:1
VIRGIN ISLANDS	35	-		47	-		29	-		11	-	
WASHINGTON	3,949	185	21:1	1,385	84	16:1	1,740	79	22:1	1,070	42	26:1
WEST VIRGINIA	1,412	168	8:1	490	81	6:1	326	22	15:1	393	32	12:1
WISCONSIN	9,598	987	10:1	1,245	189	7:1	699	0		1,195	108	11:1
WYOMING	978	-		127	-		317	-		177	-	
AMERICAN SAMOA	0	-		13	1	13:1	9	2	5:1	2	0	8:1
BUR. OF INDIAN AFFAIRS	251	25	10:1	34	1	45:1	199	13	16:1	17	2	8:1
TRUST TERRITORIES	-	-		-	-		-	-		-	-	
NORTHERN MARIANAS	-	-		-	-		-	-		-	-	
U.S. AND TERRITORIES	353,431	26,967	13:1	75,337	8,224	9:1	65,479	5,240	12:1	57,506	4,383	13:1
COMPLETE CASES	349,251	26,967	13:1	74,190	8,224	9:1	58,292	5,240	11:1	56,525	4,383	13:1

THE FIGURES REPRESENT CHILDREN 3-21 YEARS SERVED UNDER P.L. 94-142 AND 0-20 UNDER P.L. 89-313.
NONCATEGORICAL TEACHERS ARE INCLUDED IN THE NUMBER OF TEACHERS FOR ALL HANDICAPPING CONDITIONS.
RATIOS FOR THE U.S. AND TERRITORIES ARE THE SUM OF ALL THE PUPIL AND TEACHER COUNTS WHETHER OR NOT EACH COUNT IS AVAILABLE FOR EVERY STATE. THE TOTAL FOR COMPLETE CASES REPRESENTS ONLY THOSE STATES FOR WHICH BOTH PUPIL AND TEACHER COUNTS ARE AVAILABLE.

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(Continued)

Table 6B3

RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1982-1983

STATE	OTHER HEALTH IMPAIRED			VISUALLY HANDICAPPED			DEAF-BLIND		
	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	401	12	33:1	423	35	12:1	54	3	18:1
ALASKA	53	3	18:1	56	5	11:1	15	3	5:1
ARIZONA	662	66	10:1	374	47	8:1	0	1	0:1
ARKANSAS	249	9	28:1	.269	20	13:1	23	6	4:1
CALIFORNIA	14,071	604	23:1	2,203	94	23:1	229	8	29:1
COLORADO	0	0		331	50	7:1	92	0	
CONNECTICUT	918	10	92:1	719	22	33:1	3	0	
DELAWARE	125	0		127	4	32:1	42	6	7:1
DISTRICT OF COLUMBIA	67	13	5:1	43	11	4:1	39	7	6:1
FLORIDA	1,569	306	5:1	770	159	5:1	71	10	7:1
GEORGIA	696	126	6:1	608	98	6:1	7	9	1:1
GUAM	12	0		32	3	11:1	13	2	7:1
HAWAII	9	0		63	10	6:1	52	7	·7:1
IDAHO	423	3	141:1	161	5	32:1	6	1	6:1
ILLINOIS	1,722	1	1722:1	1,400	287	5:1	104	9	12:1
INDIANA	282	5	56:1	526	97	5:1	24	4	6:1
IOWA	207	22	9:1	241	29	8:1	17	23	1:1
KANSAS	51	21	2:1	277	46	6:1	370	105	4:1
KENTUCKY	606	162	4:1	461	29	16:1	19	0	
LOUISIANA	1,769	114	16:1	469	61	8:1	29	5	6:1
MAINE	251	56	4:1	151	31	5:1	11	14	1:1
MARYLAND	560	63	9:1	587	105	6:1	51	27	2:1
MASSACHUSETTS	1,939	149	13:1	831	99	8:1	140	67	2:1
MICHIGAN	10	-		912	137	7:1	0	-	
MINNESOTA	864	31	28:1	419	53	8:1	33	3	11:1
MISSISSIPPI	1	0		233	15	16:1	47	1	47:1
MISSOURI	704	0		390	70	6:1	83	0	
MONTANA	127	0		183	0		28	0	
NEBRASKA	0	0		190	10	19:1	8	0	
NEVADA	342	5	68:1	65	5	8:1	1	0	
NEW HAMPSHIRE	226	0		103	14	8:1	5	0	
NEW JERSEY	1,906	94	16:1	1,221	102	12:1	37	9	4:1
NEW MEXICO	95	-		134	-		57	-	
NEW YORK	5,913	378	16:1	2,002	391	5:1	196	0	
NORTH CAROLINA	1,186	146	8:1	692	109	6:1	42	7	6:1
NORTH DAKOTA	113	0		80	13	6:1	14	4	4:1
OHIO	0	0		983	95	10:1	48	400	0:1
OKLAHOMA	228	1	228:1	338	15	22:1	41	5	8:1
OREGON	569	134	4:1	713	42	17:1	43	10	4:1
PENNSYLVANIA	8	5	2:1	1,813	234	8:1	9	10	1:1
PUERTO RICO	2,099	4	525:1	2,696	14	193:1	55	12	5:1
RHODE ISLAND	210	4	51:1	67	4	18:1	17	1	34:1
SOUTH CAROLINA	150	11	14:1	488	66	7:1	13	2	7:1
SOUTH DAKOTA	60	0		60	0		14	0	
TENNESSEE	1,452	120	12:1	717	85	8:1	27	5	5:1
TEXAS	5,465	186	29:1	1,999	154	13:1	172	81	2:1
UTAH	224	2	98:1	351	10	34:1	45	5	10:1
VERMONT	116	7	17:1	44	1	44:1	3	1	3:1
VIRGINIA	469	57	8:1	1,675	106	16:1	27	4	7:1
VIRGIN ISLANDS	0	-		12	-		12	-	
WASHINGTON	1,536	57	27:1	360	21	18:1	38	2	19:1
WEST VIRGINIA	923	90	10:1	313	45	7:1	2	7	0:1
WISCONSIN	905	0		451	111	4:1	44	9	5:1
WYOMING	227	-		75	-		21	-	
AMERICAN SAMOA	2	0		3	0	12:1	3	1	3:1
BUR. OF INDIAN AFFAIRS	33	1	66:1	14	3	5:1	0	0	
TRUST TERRITORIES	-	-		-	-		-	-	
NORTHERN MARIANAS	-	-		-	-		-	-	
U.S. AND TERRITORIES	52,026	3,079	17:1	31,096	3,278	9:1	2,883	898	3:1
COMPLETE CASES	49,810	3,079	16:1	30,632	3,278	9:1	2,087	888	2:1

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Table 6B4

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED FOR SCHOOL YEAR 1982-1983

BY HANDICAPPING CONDITION

	ALL CONDITIONS		LEARNING DISABLED		SPEECH IMPAIRED		MENTALLY RETARDED		EMOTIONALLY DISTURBED	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4,132	182	971	75	382	10	2,209	47	306	30
ALASKA	564	50	337	0	42	5	78	2	37	20
ARIZONA	3,143	331	1,594	173	183	6	542	47	367	47
ARKANSAS	2,230	87	940	11	33	0	1,100	55	44	8
CALIFORNIA	15,405	2,972	8,442	1,723	3,916	0	1,164	0	384	466
COLORADO	3,270	17	1,368	0	.462	1	611	0	482	7
CONNECTICUT	3,228	127	1,603	57	0	0	946	10	543	58
DELAWARE	1,034	27	239	12	34	1	127	3	95	8
DISTRICT OF COLUMBIA	702	28	286	8	66	2	167	6	103	8
FLORIDA	8,117	1,357	2,412	304	0	0	2,088	422	1,216	320
GEORGIA	6,666	290	1,722	47	768	57	2,090	68	1,305	77
HAWAII	892	35	225	10	105	0	96	4	55	0
IDAHO	762	5	374	2	191	3	145	0	24	0
ILLINOIS	15,919	103	4,975	7	1,952	6	3,746	13	2,257	15
INDIANA	5,176	566	1,750	285	7	2	2,258	110	517	102
IOWA	3,666	553	1,161	178	21	-4	959	648	325	81
KANSAS	3,020	54	832	10	394	7	587	0	411	28
KENTUCKY	4,076	306	989	60	514	63	1,354	82	222	18
LOUISIANA	6,220	490	2,551	173	560	35	1,502	104	605	79
MAINE	1,705	960	535	262	111	212	447	174	310	121
MARYLAND	5,072	302	1,969	126	150	3	755	75	392	31
MASSACHUSETTS	6,187	79	2,246	28	795	16	1,380	17	910	11
MICHIGAN	9,899	333	2,561	113	902	28	3,082	66	1,915	50
MINNESOTA	5,028	45	2,462	15	0	0	1,578	5	460	7
MISSISSIPPI	3,145	140	926	21	402	47	1,380	16	55	8
MISSOURI	5,953	668	2,288	249	856	138	1,687	132	696	96
MONTANA	741	2	0	0	0	0	0	0	0	0
NEBRASKA	1,284	10	720	3	0	0	338	5	111	1
NEVADA	754	50	458	33	63	2	110	7	48	6
NEW HAMPSHIRE	522	56	210	20	0	0	73	5	45	10
NEW JERSEY	8,524	-28	2,344	0	162	0	1,466	0	1,347	0
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	23,197	5,465	6,035	3,923	1,968	204	3,100	221	4,270	330
NORTH CAROLINA	5,577	634	1,147	158	401	95	1,688	111	445	152
NORTH DAKOTA	728	63	236	20	171	11	240	6	26	14
OHIO	12,120	365	5,065	100	0	0	4,877	116	899	44
OKLAHOMA	3,320	202	1,473	72	406	34	1,077	51	121	22
OREGON	1,769	583	441	320	351	90	421	91	112	24
PENNSYLVANIA	11,128	261	2,673	98	1,315	12	3,337	35	1,239	48
PUERTO RICO	1,996	585	64	0	24	0	800	0	68	0
RHODE ISLAND	897	8	460	3	9	0	102	2	53	0
SOUTH CAROLINA	3,026	454	817	123	368	55	1,241	186	292	44
SOUTH DAKOTA	504	75	0	0	0	0	0	0	0	0
TENNESSEE	4,175	140	1,500	40	0	0	1,640	5	205	30
TEXAS	15,684	1,171	6,597	330	0	35	3,897	242	1,176	175
UTAH	1,577	418	353	115	107	27	230	59	366	123
VERMONT	533	52	202	1	2	2	224	13	45	21
VIRGINIA	5,701	198	2,491	81	56	0	1,411	36	715	26
WASHINGTON	2,274	257	1,049	119	87	14	827	40	185	26
WEST VIRGINIA	2,369	352	766	105	0	0	932	105	168	58
WISCONSIN	6,418	72	1,913	23	1,243	11	1,488	7	987	21
WYOMING	554	57	-	15	-	3	-	14	-	14
AMERICAN SAMOA	25	2	0	0	2	0	18	0	-	0
GUAM	169	10	50	5	13	0	74	5	4	0
NORTHERN MARIANAS	-	0	-	0	-	0	-	0	-	0
TRUST TERRITORIES	-	0	-	0	-	0	-	0	-	0
VIRGIN ISLANDS	-	0	-	0	-	0	-	0	-	0
BUR. OF INDIAN AFFAIRS	322	42	154	14	40	12	56	8	25	0
U.S. AND TERRITORIES	241,079	21,636	82,625	9,669	19,632	1,212	61,452	3,484	26,967	2,881

(Continued)

Table 6B4

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1982-1983

BY HANDICAPPING CONDITION

STATE	HARD OF HEARING AND DEAF		MULTIHANDICAPPED		ORTHOPEDICALLY IMPAIRED		OTHER HEALTH IMPAIRED		VISUALLY HANDICAPPED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	87	4	109	6	18	0	12	4	35	4
ALASKA	26	4	25	5	8	6	3	6	5	2
ARIZONA	134	15	181	11	27	1	66	25	47	6
ARKANSAS	53	5	12	2	12	0	9	0	20	5
CALIFORNIA	269	533	216	0	308	0	604	250	94	0
COLORADO	146	0	111	7	40	2	0	0	50	0
CONNECTICUT	80	10	0	5	44	2	10	2	22	2
DELAWARE	32	0	9	0	26	0	0	0	4	0
DISTRICT OF COLUMBIA	17	1	8	0	14	2	13	0	11	0
FLORIDA	291	27	0	0	201	88	306	20	159	15
GEORGIA	282	8	53	12	78	1	128	2	96	5
HAWAII	48	0	34	1	23	0	0	0	10	0
IDAHO	12	0	0	0	7	0	3	0	5	0
ILLINOIS	718	5	45	0	372	3	1	0	287	1
INDIANA	205	21	171	17	182	16	5	2	97	10
IOWA	172	90	111	99	68	40	22	67	29	33
KANSAS	103	0	0	0	16	2	21	0	48	0
KENTUCKY	78	7	109	10	34	3	162	3	29	6
LOUISIANA	269	37	83	7	63	4	114	5	61	7
MAINE	88	55	47	48	66	34	96	24	31	39
MARYLAND	192	2	320	17	66	7	63	4	105	5
MASSACHUSETTS	209	2	204	2	129	1	149	1	99	1
MICHIGAN	433	48	226	2	358	8	-	0	137	2
MINNESOTA	179	1	0	0	40	2	31	10	53	0
MISSISSIPPI	47	8	30	3	30	6	0	0	15	3
MISSOURI	152	23	85	15	85	7	0	0	70	3
MONTANA	0	0	0	0	0	0	0	0	0	0
NEBRASKA	31	0	25	0	29	0	0	0	10	1
NEVADA	26	2	31	1	7	0	5	0	8	0
NEW HAMPSHIRE	31	1	44	0	0	2	0	0	14	2
NEW JERSEY	162	0	341	0	68	0	94	0	102	0
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	895	264	1,087	262	247	84	378	0	391	67
NORTH CAROLINA	173	13	115	7	87	4	146	30	109	10
NORTH DAKOTA	29	9	0	0	8	2	0	0	13	2
OHIO	331	9	0	55	430	9	0	0	95	27
OKLAHOMA	85	7	94	11	44	4	1	0	15	2
OREGON	81	25	28	3	102	6	134	4	42	8
PENNSYLVANIA	525	2	0	61	340	2	5	0	234	0
PUERTO RICO	88	0	30	0	20	0	4	0	14	0
RHODE ISLAND	3	0	10	0	0	0	4	0	4	0
SOUTH CAROLINA	127	19	48	7	56	8	11	2	66	10
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	230	20	270	15	130	10	120	10	85	10
TEXAS	483	164	332	65	289	14	186	10	154	14
UTAH	23	8	133	22	29	8	2	0	10	4
VERMONT	18	6	26	4	7	1	7	1	1	3
VIRGINIA	215	1	310	6	48	0	57	1	106	4
WASHINGTON	84	14	79	10	42	3	57	6	21	3
WEST VIRGINIA	81	18	22	8	32	10	90	8	45	20
WISCONSIN	189	0	0	0	108	5	0	0	111	0
WYOMING	-	2	-	4	-	2	-	2	-	0
AMERICAN SAMOA	1	0	2	0	0	0	0	0	0	0
GUAM	8	0	10	0	5	0	0	0	3	0
NORTHERN MARIANAS	-	0	-	0	-	0	-	0	-	0
TRUST TERRITORIES	-	0	-	0	-	0	-	0	-	0
VIRGIN ISLANDS	-	0	-	0	-	0	-	0	-	0
BUR. OF INDIAN AFFAIRS	1	0	13	2	2	0	1	0	3	0
U.S. AND TERRITORIES	8,224	1,488	5,240	913	4,383	378	3,079	498	3,275	335

(Continued)

Table 6B4

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1982-1983

BY HANDICAPPING CONDITION

STATE	DEAF-BLIND		NONCATEGORICAL	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	3	2	0	0
ALASKA	3	0	0	0
ARIZONA	1	0	0	0
ARKANSAS	6	1	0	0
CALIFORNIA	8	0	0	0
COLORADO	0	0	0	0
CONNECTICUT	0	0	0	1
DELAWARE	6	0	463	5
DISTRICT OF COLUMBIA	7	0	10	1
FLORIDA	10	0	1,423	192
GEORGIA	9	3	134	13
HAWAII	7	0	281	20
IDAHO	1	0	0	0
ILLINOIS	9	0	1,599	53
INDIANA	4	1	0	0
IOWA	23	-5	775	-674
KANSAS	105	2	504	9
KENTUCKY	0	0	584	56
LOUISIANA	5	0	408	39
MAINE	14	11	0	0
MARYLAND	27	0	1,433	33
MASSACHUSETTS	67	0	0	0
MICHIGAN	-	0	265	16
MINNESOTA	3	0	222	9
MISSISSIPPI	1	0	260	30
MISSOURI	0	0	78	5
MONTANA	0	0	741	2
NEBRASKA	0	0	0	0
NEVADA	0	0	0	0
NEW HAMPSHIRE	0	0	106	16
NEW JERSEY	9	0	2,429	0
NEW MEXICO	-	-	-	-
NEW YORK	0	0	4,826	0
NORTH CAROLINA	7	3	1,289	81
NORTH DAKOTA	4	0	0	0
OHIO	407	5	0	0
OKLAHOMA	5	0	0	0
OREGON	10	1	47	11
PENNSYLVANIA	10	0	1,480	3
PUERTO RICO	12	0	872	388
RHODE ISLAND	1	0	250	3
SOUTH CAROLINA	2	0	0	0
SOUTH DAKOTA	0	0	504	75
TENNESSEE	5	0	0	0
TEXAS	81	2	2,489	130
UTAH	5	2	297	51
VERMONT	1	0	0	0
VIRGINIA	4	0	287	0
WASHINGTON	2	1	141	21
WEST VIRGINIA	7	1	226	30
WISCONSIN	9	0	370	7
WYOMING	-	0	954	1
AMERICAN SAMOA	1	0	1	2
GUAM	2	0	0	0
NORTHERN MARIANAS	-	0	-	0
TRUST TERRITORIES	-	0	-	0
VIRGIN ISLANDS	-	0	-	0
BUR. OF INDIAN AFFAIRS	0	0	29	6
U.S. AND TERRITORIES	898	30	25,308	800

Table 6B5

SPECIAL EDUCATION PERSONNEL OTHER THAN TEACHERS EMPLOYED AND NEEDED FOR SCHOOL YEAR 1983

BY TYPE OF PERSONNEL

STATE	ALL STAFF		SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATIONAL THERAPISTS		PHYSICAL THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,133	113	11	0	13	10	-	0	19	20
ALASKA	747	75	2	0	15	3	0	0	14	3
ARIZONA	3,998	334	76	10	54	6	2	1	31	4
ARKANSAS	1,096	61	29	0	4	2	2	0	6	0
CALIFORNIA	20,397	4,764	11	27	8	15	0	5	5	0
COLORADO	2,844	6	306	2	91	3	10	0	37	1
CONNECTICUT	1,967	336	290	25	21	7	4	3	18	13
DELAWARE	756	37	15	1	16	8	1	0	5	6
DISTRICT OF COLUMBIA	1,221	45	62	2	26	2	6	0	10	2
FLORIDA	8,272	889	283	39	91	17	1	0	67	14
GEORGIA	5,431	259	255	9	44	3	43	6	70	12
HAWAII	667	14	44	0	22	0	0	0	19	0
IDAHO	2,389	2	26	0	3	0	0	0	5	0
ILLINOIS	16,794	38	1,217	3	300	6	67	0	175	10
INDIANA	6,280	520	113	35	69	15	38	0	77	20
IOWA	2,964	304	192	36	30	50	0	12	48	21
KANSAS	3,236	56	94	1	31	1	-	0	30	5
KENTUCKY	3,684	175	44	5	16	3	2	0	24	9
LOUISIANA	8,612	377	171	12	47	16	3	1	27	31
MAINE	2,671	1,762	38	35	11	36	0	61	5	48
MARYLAND	9,743	842	111	24	107	21	21	2	87	13
MASSACHUSETTS	6,089	34	483	4	49	3	0	0	24	1
MICHIGAN	9,630	368	787	18	243	14	190	0	144	20
MINNESOTA	5,045	0	313	0	124	0	3	0	47	0
MISSISSIPPI	1,436	119	35	7	1	3	4	0	8	6
MISSOURI	3,150	43	22	0	31	3	0	0	20	2
MONTANA	723	3	5	0	4	0	0	0	4	0
NEBRASKA	389	6	2	0	3	0	0	0	4	1
NEVADA	594	72	4	0	2	3	1	0	7	1
NEW HAMPSHIRE	1,028	82	0	1	45	7	1	0	8	2
NEW JERSEY	12,606	-411	905	-50	96	-4	5	-1	60	-7
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	14,085	1,413	0	0	0	0	0	0	0	0
NORTH CAROLINA	4,408	889	118	34	26	27	14	2	45	51
NORTH DAKOTA	582	46	28	8	11	2	0	0	11	6
OHIO	6,266	501	36	6	116	47	36	4	98	79
OKLAHOMA	1,803	117	17	2	23	5	0	1	31	9
OREGON	3,242	653	73	83	84	26	0	8	44	28
PENNSYLVANIA	10,199	266	150	3	69	18	52	4	151	11
PUERTO RICO	668	609	36	100	9	14	0	0	1	14
RHODE ISLAND	1,211	1	66	0	10	0	0	0	12	0
SOUTH CAROLINA	2,653	398	62	9	11	2	103	15	13	2
SOUTH DAKOTA	680	56	35	5	18	3	2	0	20	3
TENNESSEE	3,806	75	100	0	20	5	15	0	30	5
TEXAS	15,384	585	142	7	132	7	71	7	56	5
UTAH	1,182	368	67	19	11	5	1	1	12	6
VERMONT	823	377	11	29	5	5	3	5	5	5
VIRGINIA	5,914	143	365	2	102	3	15	0	71	4
WASHINGTON	2,376	407	43	18	87	20	0	1	66	16
WEST VIRGINIA	1,856	356	23	9	8	14	2	12	17	19
WISCONSIN	3,943	119	331	2	136	14	69	18	166	20
WYOMING	772	94	49	13	16	8	0	0	5	4
AMERICAN SAMOA	31	4	1	0	0	1	0	0	0	1
GUAM	191	26	5	0	5	0	1	0	2	0
NORTHERN MARIANAS	-	0	-	0	-	0	-	0	-	0
TRUST TERRITORIES	-	0	-	0	-	0	-	0	-	0
VIRGIN ISLANDS	-	0	-	0	-	0	-	0	-	0
BUR. OF INDIAN AFFAIRS	458	44	6	3	5	1	1	0	1	1
U.S. AND TERRITORIES	224,684	18,577	7,659	594	2,382	488	781	173	1,958	347

(Continued)

Table 6B5

SPECIAL EDUCATION PERSONNEL OTHER THAN TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1983

BY TYPE OF PERSONNEL

STATE	TEACHERS AIDES		PHYSICAL EDUCATION COORDINATORS		SUPERVISORS		OTHER NON-INSTRUCTIONAL STAFF		PSYCHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	971	0	97	0	168	0	236	40	199	33
ALASKA	401	20	3	5	34	0	127	0	50	10
ARIZONA	1,797	179	74	5	159	6	671	31	294	25
ARKANSAS	326	0	45	2	96	2	80	0	10	0
CALIFORNIA	16,887	2,011	387	257	887	187	867	714	259	402
COLORADO	1,280	0	9	0	106	0	639	0	343	0
CONNECTICUT	195	141	17	11	209	13	289	14	388	32
DELAWARE	229	10	25	0	30	1	191	0	62	2
DISTRICT OF COLUMBIA	302	19	25	0	20	4	635	8	82	8
FLORIDA	3,192	283	105	14	384	12	1,766	276	438	38
GEORGIA	1,904	123	33	1	334	7	1,814	8	343	18
HAWAII	340	14	6	0	12	0	36	0	7	0
IDAHO	823	0	307	0	95	0	10	0	95	0
ILLINOIS	6,560	0	107	1	678	6	6,257	1	1,133	4
INDIANA	2,085	103	46	27	346	23	2,206	120	320	62
IOWA	1,163	-119	5	25	104	367	216	-81	541	25
KANSAS	2,046	25	25	0	91	0	183	1	324	6
KENTUCKY	1,116	83	269	5	110	8	1,387	33	70	10
LOUISIANA	3,848	146	255	23	215	1	2,948	33	229	32
MAINE	1,285	363	0	242	126	36	610	73	26	61
MARYLAND	2,129	196	113	12	258	31	1,565	109	161	22
MASSACHUSETTS	2,680	2	113	0	320	3	1,230	4	330	2
MICHIGAN	4,858	202	57	6	494	18	1,366	74	793	19
MINNESOTA	2,311	0	141	0	215	0	422	0	287	0
MISSISSIPPI	366	14	39	2	140	1	284	12	31	7
MISSOURI	2,244	0	20	0	315	14	93	5	27	0
MONTANA	355	0	9	0	46	0	9	0	102	1
NEBRASKA	0	0	0	0	34	0	0	0	85	1
NEVADA	349	52	29	8	21	1	37	1	75	3
NEW HAMPSHIRE	403	24	4	2	78	10	200	9	49	8
NEW JERSEY	2,856	111	235	-1	487	-15	4,407	-317	918	-40
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	7,730	122	0	0	1,700	316	2,783	591	1,882	384
NORTH CAROLINA	1,880	331	231	9	217	14	835	105	272	96
NORTH DAKOTA	230	0	12	0	62	2	1	0	24	7
OHIO	1,130	124	106	18	467	17	1,626	95	995	29
OKLAHOMA	555	48	31	2	105	1	416	7	76	7
OREGON	817	97	97	63	280	17	1,187	88	149	84
PENNSYLVANIA	4,747	68	102	1	607	2	3,009	119	619	7
PUERTO RICO	489	250	11	10	19	0	44	10	14	100
RHODE ISLAND	411	1	36	0	45	0	323	0	113	0
SOUTH CAROLINA	1,049	157	188	28	152	23	961	84	176	28
SOUTH DAKOTA	225	34	25	4	18	2	63	9	15	2
TENNESSEE	1,740	0	140	0	190	5	880	0	280	20
TEXAS	9,017	325	26	13	620	9	1,100	28	301	10
UTAH	566	177	7	7	70	20	96	17	131	51
VERMONT	160	175	57	98	64	0	197	0	29	29
VIRGINIA	2,470	80	67	5	209	2	1,087	8	418	11
WASHINGTON	930	169	17	18	134	14	241	21	397	46
WEST VIRGINIA	723	79	19	21	120	13	335	19	133	23
WISCONSIN	2,021	15	34	4	195	5	-	0	632	3
WYOMING	434	17	0	6	0	3	47	3	16	7
AMERICAN SAMOA	7	0	1	0	5	0	9	0	1	1
GUAM	98	15	5	0	6	0	18	2	9	3
NORTHERN MARIANAS	-	0	-	0	-	0	-	0	-	0
TRUST TERRITORIES	-	0	-	0	-	0	-	0	-	0
VIRGIN ISLANDS	-	0	-	0	-	0	-	0	-	0
BUR. OF INDIAN AFFAIRS	200	10	3	0	55	6	104	2	13	4
U.S. AND TERRITORIES	102,722	6,283	3,815	909	11,607	1,072	45,124	2,388	14,513	1,780

(Continued)

Table 6B5

SPECIAL EDUCATION PERSONNEL OTHER THAN TEACHERS EMPLOYED AND NEEDED FOR SCHOOL YEAR 1983

BY TYPE OF PERSONNEL

STATE	DIAGNOSTIC STAFF		SPEECH PATHOLOGISTS		AUDIOLOGISTS		WORK/STUDY COORDINATORS		VOCATIONAL EDUCATION TEACHERS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4	0	382	10	7	0	6	0	22	0
ALASKA	9	5	74	20	2	3	6	3	8	2
ARIZONA	56	14	291	38	17	2	11	5	66	8
ARKANSAS	60	3	402	82	3	0	34	0	27	0
CALIFORNIA	18	45	1,300	835	27	0	31	39	83	287
COLORADO	0	0	0	0	22	0	0	0	0	0
CONNECTICUT	15	8	540	33	3	9	12	7	18	23
DELAWARE	69	3	75	4	1	0	3	0	37	2
DISTRICT OF COLUMBIA	16	0	19	0	4	0	1	0	13	0
FLORIDA	306	32	1,305	118	22	18	27	9	284	22
GEORGIA	35	3	768	59	30	4	7	1	51	7
HAWAII	138	0	38	0	0	0	0	0	5	0
IDAHO	5	0	113	2	5	0	0	0	902	0
ILLINOIS	106	0	24	3	50	0	42	0	149	6
INDIANA	30	10	822	60	13	5	44	4	71	28
IOWA	215	-138	509	53	59	8	42	104	40	41
KANSAS	0	0	394	7	14	0	-	0	14	0
KENTUCKY	110	9	2	0	2	1	17	3	536	7
LOUISIANA	319	14	480	51	8	2	17	5	66	10
MAINE	155	484	199	203	45	10	55	24	116	85
MARYLAND	130	17	738	55	24	5	68	4	215	33
MASSACHUSETTS	-	0	795	16	0	0	0	0	74	1
MICHIGAN	60	0	298	0	112	0	269	0	-	0
MINNESOTA	115	0	861	0	10	0	166	0	-	0
MISSISSIPPI	55	8	381	47	4	2	1	1	87	9
MISSOURI	358	10	5	0	9	0	0	0	7	1
MONTANA	0	0	173	3	8	0	6	0	7	0
NEBRASKA	25	0	238	4	0	0	0	0	0	0
NEVADA	11	2	44	2	2	0	10	0	3	1
NEW HAMPSHIRE	79	1	137	8	0	0	11	2	15	8
NEW JERSEY	1,091	-32	1,197	-36	39	-12	97	0	488	-7
NEW MEXICO	-	-	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	0	0	0	0	0	0
NORTH CAROLINA	99	48	282	58	30	15	44	27	343	44
NORTH DAKOTA	0	0	171	11	3	3	0	0	28	9
OHIO	19	4	1,234	63	27	1	255	5	117	9
OKLAHOMA	74	3	406	24	2	1	34	0	24	0
OREGON	54	49	380	90	13	16	84	9	0	0
PENNSYLVANIA	296	0	133	10	18	17	99	3	188	2
PUERTO RICO	11	107	28	0	0	4	0	0	6	0
RHODE ISLAND	35	0	140	0	0	0	8	0	12	0
SOUTH CAROLINA	24	4	99	15	9	1	4	1	202	30
SOUTH DAKOTA	3	0	166	25	12	2	20	3	40	8
TENNESSEE	40	0	545	30	30	5	15	U	160	5
TEXAS	1,220	65	2,061	103	13	2	4	0	621	10
UTAH	8	7	170	38	35	4	1	5	8	4
VERMONT	11	5	175	18	22	40	17	0	67	6
VIRGINIA	92	0	742	16	19	0	31	0	167	12
WASHINGTON	50	16	333	38	13	5	26	13	39	18
WEST VIRGINIA	52	15	355	93	13	7	8	7	49	27
WISCONSIN	347	5	4	0	3	0	2	0	4	33
WYOMING	83	12	116	6	6	3	0	3	0	7
AMERICAN SAMOA	4	2	0	0	0	0	0	0	3	0
GUAM	17	0	9	4	5	2	2	0	9	0
NORTHERN MARIANAS	-	0	-	0	-	0	-	0	-	0
TRUST TERRITORIES	-	0	-	0	-	0	-	0	-	0
VIRGIN ISLANDS	-	0	-	0	-	0	-	0	-	0
BUR. OF INDIAN AFFAIRS	19	2	40	12	2	1	2	2	5	2
U.S. AND TERRITORIES	6,145	845	20,152	2,306	784	184	1,585	287	5,478	770

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	ALL CONDITIONS NUMBER				ALL CONDITIONS PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	55,356	24,358	82	674	68.79	30.27	0.10	0.84
ALASKA	10,103	1,907	209	10	82.62	15.59	1.71	0.08
ARIZONA	38,330	10,971	1,677	675	74.20	21.24	3.25	1.31
ARKANSAS	40,099	5,018	3,709	145	81.88	10.25	7.57	0.30
CALIFORNIA	248,753	108,467	3,827	-	68.90	30.04	1.06	-
COLORADO	32,570	9,488	2,206	129	73.37	21.37	4.97	0.29
CONNECTICUT	48,020	15,022	2,325	633	72.76	22.76	3.52	0.96
DELAWARE	4,873	5,915	2,669	16	36.17	43.90	19.81	0.12
DISTRICT OF COLUMBIA	3,759	1,577	1,398	24	55.62	23.34	20.69	0.36
FLORIDA	103,636	37,734	10,220	3,104	66.99	24.39	6.61	2.01
GEORGIA	87,537	21,030	2,879	788	78.01	18.74	2.57	0.69
HAWAII	2,416	10,087	307	0	18.85	78.75	2.40	0.00
IDAHO	11,351	5,179	575	571	64.22	29.30	3.25	3.23
ILLINOIS	150,681	84,017	25,906	1,153	57.57	32.10	9.90	0.44
INDIANA	67,396	26,480	5,313	164	67.83	26.65	5.35	0.17
IOWA	35,242	16,894	780	3,454	62.52	29.97	1.38	6.13
KANSAS	30,788	10,142	2,401	704	69.92	23.03	5.45	1.60
KENTUCKY	53,436	15,038	4,008	674	73.04	20.56	5.48	0.92
LOUISIANA	52,157	24,489	7,503	1,880	60.64	28.45	8.72	2.19
MAINE	22,774	1,717	1,088	761	86.46	6.52	4.13	2.89
MARYLAND	57,990	20,153	12,249	487	63.81	22.18	13.48	0.54
MASSACHUSETTS	99,631	25,178	5,644	1,394	75.57	19.10	4.28	1.06
MICHIGAN	95,679	55,507	2,928	1,239	61.59	35.73	1.88	0.80
MINNESOTA	60,487	12,215	4,655	331	77.86	15.73	5.99	0.43
MISSISSIPPI	39,870	9,007	617	192	80.20	18.16	1.24	0.39
MISSOURI	84,180	20,429	3,668	3,336	75.41	18.31	3.29	2.99
MONTANA	11,887	2,694	471	9	78.93	17.89	3.13	0.06
NEBRASKA	23,236	6,150	-	-	79.07	20.93	-	-
NEVADA	10,296	1,323	607	899	78.45	10.08	4.62	6.85
NEW HAMPSHIRE	10,723	2,433	864	123	75.82	17.20	6.11	0.87
NEW JERSEY	114,216	44,169	11,417	1,151	66.61	25.84	6.66	0.67
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	111,467	108,465	41,706	2,117	42.26	41.13	15.81	0.80
NORTH CAROLINA	104,170	19,478	4,198	3,377	79.39	14.84	3.20	2.57
NORTH DAKOTA	8,068	1,907	395	210	76.24	18.03	3.74	1.99
OHIO	126,304	58,967	15,240	1,721	62.46	29.16	7.54	0.85
OKLAHOMA	53,436	9,285	335	1,369	82.94	14.41	0.52	2.13
OREGON	39,027	4,724	962	449	86.41	10.46	2.13	0.99
PENNSYLVANIA	107,687	69,333	16,872	547	55.36	35.66	8.68	0.28
PUERTO RICO	8,436	10,552	12,513	2,611	24.73	30.93	36.68	7.65
RHODE ISLAND	15,932	3,642	839	347	76.74	17.54	4.04	1.67
SOUTH CAROLINA	55,666	12,293	3,565	189	77.62	17.14	4.97	0.26
SOUTH DAKOTA	9,019	2,094	599	133	76.14	17.68	5.06	1.12
TENNESSEE	87,263	15,673	1,312	1,804	82.28	14.78	1.24	1.70
TEXAS	224,583	43,008	15,643	2,901	78.48	15.04	5.47	1.01
UTAH	30,820	4,372	2,136	57	82.44	11.69	5.71	0.15
VERMONT	7,123	1,862	176	147	76.53	20.00	1.89	1.58
VIRGINIA	60,464	23,119	5,402	2,056	66.41	25.39	5.93	2.26
WASHINGTON	41,041	19,164	2,298	52	65.61	30.64	3.67	0.08
WEST VIRGINIA	32,966	6,636	1,955	1,196	77.09	15.52	4.57	2.80
WISCONSIN	35,315	34,346	924	389	49.76	48.39	1.30	0.55
WYOMING	7,030	1,055	218	-	84.69	12.71	2.60	-
AMERICAN SAMOA	163	-	81	-	66.80	-	33.20	-
GUAM	912	840	263	16	44.90	41.36	12.95	0.79
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3,978	593	280	-	82.00	12.23	5.77	-
U.S. AND TERRITORIES	2,877,811	1,086,140	250,069	46,378	67.56	25.49	5.87	1.09

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	LEARNING DISABLED				LEARNING DISABLED			
	NUMBER				PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	20,348	506	0	47	97.35	2.42	0.00	0.22
ALASKA	6,427	598	32	0	91.07	8.47	0.45	0.00
ARIZONA	21,868	3,804	40	0	85.05	14.80	0.16	0.00
ARKANSAS	18,310	907	124	6	94.64	4.69	0.64	0.03
CALIFORNIA	141,891	55,659	1,069	-	71.44	28.02	0.54	-
COLORADO	18,139	1,476	11	10	92.38	7.52	0.06	0.05
CONNECTICUT	24,958	4,408	189	46	84.31	14.89	0.64	0.16
DELAWARE	2,259	3,618	610	1	34.82	55.76	9.40	0.02
DISTRICT OF COLUMBIA	1,729	630	229	0	66.81	24.34	8.85	0.00
FLORIDA	46,082	11,639	462	4	79.20	20.00	0.79	0.01
GEORGIA	32,927	2,744	15	11	92.24	7.69	0.04	0.03
HAWAII	403	7,720	11	0	4.95	94.91	0.14	0.00
IDAHO	6,598	1,631	0	0	80.18	19.82	0.00	0.00
ILLINOIS	72,672	23,185	933	15	75.07	23.95	0.96	0.02
INDIANA	21,675	5,694	65	0	79.01	20.76	0.24	0.00
IOWA	18,411	2,918	0	12	86.27	13.67	0.00	0.06
KANSAS	13,600	2,220	44	325	84.01	13.71	0.27	2.01
KENTUCKY	12,896	1,996	64	35	86.02	13.31	0.43	0.23
LOUISIANA	27,558	10,410	478	51	71.58	27.04	1.24	0.13
MAINE	7,169	124	23	137	96.19	1.66	0.31	1.84
MARYLAND	33,815	12,814	1,719	18	69.91	26.49	3.55	0.04
MASSACHUSETTS	35,169	8,888	1,992	489	75.57	19.10	4.28	1.05
MICHIGAN	37,919	17,279	230	48	68.36	31.15	0.40	0.09
MINNESOTA	32,103	2,227	389	29	92.39	6.41	1.12	0.08
MISSISSIPPI	14,948	1,821	22	7	88.99	10.84	0.13	0.04
MISSOURI	34,996	3,772	47	647	88.68	9.56	0.12	1.64
MONTANA	6,027	1,072	7	0	84.82	15.09	0.10	0.00
NEBRASKA	10,929	1,246	-	-	89.77	10.23	-	-
NEVADA	6,368	478	3	236	89.88	6.74	0.04	3.33
NEW HAMPSHIRE	7,165	761	275	19	87.17	9.26	3.35	0.23
NEW JERSEY	47,939	23,513	1,142	315	65.75	32.25	1.57	0.43
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	63,656	48,138	4,889	73	54.52	41.23	4.19	0.06
NORTH CAROLINA	49,372	5,176	49	363	89.83	9.42	0.09	0.66
NORTH DAKOTA	4,117	168	34	18	94.93	3.87	0.78	0.42
OHIO	60,602	11,116	299	14	84.13	15.43	0.42	0.02
OKLAHOMA	27,385	1,153	5	111	95.57	4.02	0.02	0.39
OREGON	22,018	91	0	0	99.59	0.41	0.00	0.00
PENNSYLVANIA	37,670	23,627	2,474	49	59.03	37.02	3.88	0.08
PUERTO RICO	1,614	160	78	0	87.15	8.64	4.21	0.00
RHODE ISLAND	10,623	2,218	105	8	82.01	17.12	0.81	0.06
SOUTH CAROLINA	18,240	2,378	310	2	87.15	11.36	1.48	0.01
SOUTH DAKOTA	2,974	247	172	8	87.44	7.26	5.06	0.24
TENNESSEE	39,315	3,467	2	20	91.85	8.10	0.00	0.05
TEXAS	132,763	15,840	2,044	62	88.09	10.51	1.36	0.04
UTAH	12,697	904	14	4	93.23	6.64	0.10	0.03
VERMONT	2,921	107	11	5	95.96	3.52	0.36	0.16
VIRGINIA	25,627	6,199	465	82	79.16	19.15	1.44	0.25
WASHINGTON	23,454	7,462	108	5	75.59	24.05	0.35	0.02
WEST VIRGINIA	13,766	875	46	32	93.52	5.94	0.31	0.22
WISCONSIN	18,671	8,535	0	0	68.63	31.37	0.00	0.00
WYOMING	4,293	413	27	-	90.70	8.73	0.57	-
AMERICAN SAMOA	0	-	1	-	0.00	-	100.00	-
GUAM	307	223	0	0	57.92	42.08	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,486	45	0	-	98.22	1.78	0.00	-
U.S. AND TERRITORIES	1,357,831	354,300	21,348	3,368	78.18	20.40	1.23	0.19

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

	SPEECH IMPAIRED				SPEECH IMPAIRED			
	NUMBER				PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN- VIRONMENTS
ALABAMA	16,109	61	1	64	99.22	0.38	0.01	0.39
ALASKA	2,989	567	34	0	83.26	15.79	0.95	0.00
ARIZONA	10,787	203	180	0	96.57	1.82	1.61	0.00
ARKANSAS	9,497	516	623	3	89.27	4.85	5.86	0.03
CALIFORNIA	87,101	4,860	95	-	94.63	5.28	0.10	-
COLORADO	6,970	607	184	0	89.81	7.82	2.37	0.00
CONNECTICUT	12,818	637	70	5	94.74	4.71	0.52	0.04
DELAWARE	1,419	163	3	0	89.53	10.28	0.19	0.00
DISTRICT OF COLUMBIA	1,587	125	10	0	92.16	7.26	0.58	0.00
FLORIDA	45,300	937	80	5	97.79	2.02	0.17	0.01
GEORGIA	26,435	226	57	46	98.77	0.84	0.21	0.17
HAWAII	1,894	65	3	0	96.53	3.31	0.15	0.00
IDAHO	3,988	361	1	0	91.68	8.30	0.02	0.00
ILLINOIS	60,875	13,484	1,377	48	80.33	17.79	1.82	0.06
INDIANA	40,983	0	326	0	99.21	0.00	0.79	0.00
IOWA	11,088	533	0	3,034	75.66	3.64	0.00	20.70
KANSAS	14,072	24	150	9	98.72	0.17	1.05	0.06
KENTUCKY	22,170	2,274	173	11	90.02	9.23	0.70	0.04
LOUISIANA	19,377	472	52	489	95.03	2.31	0.26	2.40
MAINE	6,089	181	10	77	95.78	2.85	0.16	1.21
MARYLAND	20,759	2,935	502	13	85.75	12.12	2.07	0.05
MASSACHUSETTS	22,916	5,792	1,299	319	75.57	19.10	4.28	1.05
MICHIGAN	41,527	2,197	52	353	94.10	4.98	0.12	0.80
MINNESOTA	16,859	2,043	101	10	88.67	10.75	0.53	0.05
MISSISSIPPI	15,897	664	100	0	95.41	3.99	0.60	0.00
MISSOURI	31,480	1,204	77	587	94.40	3.61	0.23	1.76
MONTANA	4,717	71	0	0	98.52	1.48	0.00	0.00
NEBRASKA	8,567	611	-	-	93.34	6.66	-	-
NEVADA	3,048	99	0	0	96.85	3.15	0.00	0.00
NEW HAMPSHIRE	1,768	444	34	79	76.04	19.10	1.46	3.40
NEW JERSEY	59,025	1,816	436	3	96.32	2.96	0.71	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	34,103	4,240	3,057	8	82.36	10.24	7.38	0.02
NORTH CAROLINA	27,121	728	31	105	96.91	2.60	0.11	0.38
NORTH DAKOTA	3,249	113	14	164	91.78	3.19	0.40	4.63
OHIO	56,887	0	45	0	99.92	0.00	0.08	0.00
OKLAHOMA	19,478	247	10	651	95.55	1.21	0.05	3.19
OREGON	11,709	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	57,829	4,347	147	226	92.45	6.95	0.24	0.36
PUERTO RICO	166	223	774	43	13.76	18.49	64.18	3.57
RHODE ISLAND	3,924	47	8	3	98.54	1.18	0.20	0.08
SOUTH CAROLINA	19,513	47	36	0	99.58	0.24	0.18	0.00
SOUTH DAKOTA	4,800	806	73	1	84.51	14.19	1.29	0.02
TENNESSEE	32,681	265	2	38	99.07	0.80	0.01	0.12
TEXAS	64,441	2,347	322	8	96.01	3.50	0.48	0.01
UTAH	8,307	48	11	0	99.29	0.57	0.13	0.00
VERMONT	2,410	198	4	75	89.69	7.37	0.15	2.79
VIRGINIA	27,437	325	157	191	97.61	1.16	0.56	0.68
WASHINGTON	11,311	514	44	0	95.30	4.33	0.37	0.00
WEST VIRGINIA	12,804	6	32	114	98.81	0.05	0.25	0.89
WISCONSIN	14,695	0	0	0	100.00	0.00	0.00	0.00
WYOMING	1,514	27	17	-	97.18	1.73	1.09	-
AMERICAN SAMOA	48	-	2	-	96.00	-	4.00	-
GUAM	199	42	2	0	81.89	17.28	0.82	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1,047	0	0	-	100.00	0.00	0.00	-
U.S. AND TERRITORIES	1,043,950	58,742	10,818	6,782	93.18	5.25	0.97	0.61

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	13,144	21,507	12	150	37.76	61.78	0.03	0.43
ALASKA	228	326	27	1	39.18	56.01	4.64	0.17
ARIZONA	1,623	4,117	253	2	27.07	68.67	4.22	0.03
ARKANSAS	11,342	3,118	1,530	6	70.91	19.49	9.56	0.04
CALIFORNIA	823	25,861	292	-	3.06	95.87	1.08	-
COLORADO	990	3,173	1,256	0	18.27	58.55	23.18	0.00
CONNECTICUT	1,191	4,274	349	69	20.24	72.65	5.93	1.17
DELAWARE	230	905	817	1	11.78	46.34	41.83	0.05
DISTRICT OF COLUMBIA	134	500	611	0	10.76	40.16	49.08	0.00
FLORIDA	2,018	16,816	6,615	301	7.84	65.30	25.69	1.17
GEORGIA	13,142	13,583	1,296	120	46.70	48.27	4.60	0.43
HAWAII	23	1,272	69	0	1.69	93.26	5.06	0.00
IDAHO	170	2,656	126	0	5.76	89.97	4.27	0.00
ILLINOIS	3,667	31,983	8,894	2	8.23	71.80	19.97	0.00
INDIANA	3,166	17,947	2,725	70	13.24	75.07	11.40	0.29
IOWA	2,794	9,097	263	74	22.85	74.39	2.15	0.61
KANSAS	824	5,467	455	12	12.19	80.90	6.73	0.18
KENTUCKY	9,546	7,790	1,369	74	50.83	41.48	7.29	0.39
LOUISIANA	2,960	8,060	4,155	262	19.17	52.21	26.92	1.70
MAINE	4,545	551	518	133	79.08	9.59	9.01	2.31
MARYLAND	1,207	2,969	3,755	12	15.20	37.38	47.27	0.15
MASSACHUSETTS	21,122	5,337	1,197	293	75.57	19.10	4.28	1.05
MICHIGAN	3,250	21,266	715	120	12.82	83.89	2.82	0.47
MINNESOTA	6,028	5,903	1,823	39	43.70	42.80	13.22	0.28
MISSISSIPPI	8,385	6,047	357	99	56.32	40.62	2.40	0.66
MISSOURI	6,032	11,793	2,798	463	28.61	55.93	13.27	2.20
MONTANA	373	1,061	25	0	25.57	72.72	1.71	0.00
NEBRASKA	3,070	2,033	-	-	60.16	39.84	-	-
NEVADA	136	461	278	52	14.67	49.73	29.99	5.61
NEW HAMPSHIRE	608	557	244	10	42.85	39.25	17.20	0.70
NEW JERSEY	954	8,148	2,570	91	8.11	69.27	21.85	0.77
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	2,685	22,398	12,045	67	7.22	60.22	32.38	0.18
NORTH CAROLINA	21,543	9,774	1,565	496	64.54	29.28	4.69	1.49
NORTH DAKOTA	228	1,486	159	6	12.13	79.08	8.46	0.32
OHIO	6,616	39,812	10,318	51	11.65	70.10	18.17	0.09
OKLAHOMA	5,196	6,304	50	136	44.46	53.94	0.43	1.16
OREGON	1,228	3,127	438	1	25.62	65.23	9.14	0.02
PENNSYLVANIA	4,787	31,869	7,831	163	10.72	71.37	17.54	0.37
PUERTO RICO	6,038	8,014	6,063	324	29.56	39.23	29.63	1.59
RHODE ISLAND	301	913	257	3	20.42	61.94	17.44	0.20
SOUTH CAROLINA	12,559	7,640	2,136	69	56.06	34.10	9.53	0.31
SOUTH DAKOTA	637	597	132	63	44.58	41.78	9.24	4.41
TENNESSEE	11,440	8,326	427	52	56.51	41.13	2.11	0.26
TEXAS	9,388	12,569	7,423	233	31.70	42.44	25.07	0.79
UTAH	782	1,643	323	3	28.43	59.72	11.74	0.11
VERMONT	1,293	1,217	34	40	50.04	47.10	1.32	1.55
VIRGINIA	2,990	11,199	1,669	110	18.72	70.13	10.45	0.69
WASHINGTON	2,192	5,208	745	3	26.90	63.92	9.14	0.04
WEST VIRGINIA	4,918	4,788	1,264	68	44.56	43.38	11.45	0.62
WISCONSIN	83	11,776	535	0	0.67	95.01	4.32	0.00
WYOMING	343	376	96	-	42.09	46.13	11.78	-
AMERICAN SAMOA	115	-	46	-	71.43	-	28.57	-
GUAM	337	478	99	0	36.87	52.30	10.83	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	140	405	178	-	19.36	56.02	24.62	-
U.S. AND TERRITORIES	219,564	434,456	99,215	4,344	28.98	57.35	13.10	0.57

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	4,937	899	52	21	83.55	15.21	0.88	0.36
ALASKA	145	161	39	6	41.31	45.87	11.11	1.71
ARIZONA	2,799	2,156	331	0	52.95	40.79	6.26	0.00
ARKANSAS	216	224	150	8	36.12	37.46	25.08	1.34
CALIFORNIA	951	6,059	2,030	-	10.52	67.02	22.46	-
COLORADO	4,871	2,559	98	68	64.13	33.69	1.29	0.90
CONNECTICUT	7,101	4,238	1,119	316	55.59	33.18	8.76	2.47
DELAWARE	834	1,132	661	7	31.66	42.98	25.10	0.26
DISTRICT OF COLUMBIA	225	241	217	1	32.89	35.23	31.73	0.15
FLORIDA	8,895	5,374	1,715	1,193	51.78	31.29	9.98	6.95
GEORGIA	13,146	3,345	678	197	75.70	19.26	3.90	1.13
HAWAII	34	356	36	0	7.98	83.57	8.45	0.00
IDAHO	317	162	42	0	60.84	31.09	8.06	0.00
ILLINOIS	10,032	10,519	11,086	38	31.68	33.20	35.02	0.12
INDIANA	840	1,493	350	83	30.37	53.98	12.65	3.00
IOWA	1,988	2,722	137	72	40.41	55.34	2.79	1.46
KANSAS	1,600	1,714	911	101	36.99	39.62	21.06	2.33
KENTUCKY	777	644	803	139	32.88	27.25	33.98	5.88
LOUISIANA	678	2,562	844	114	16.15	61.03	20.10	2.72
MAINE	3,526	305	269	132	83.33	7.21	6.36	3.12
MARYLAND	556	735	2,209	96	15.46	20.44	61.43	2.67
MASSACHUSETTS	13,650	3,449	773	189	75.58	19.10	4.28	1.05
MICHIGAN	9,806	8,684	1,454	214	48.65	43.08	7.21	1.06
MINNESOTA	2,748	1,232	1,698	177	46.93	21.04	29.00	3.02
MISSISSIPPI	241	135	35	6	57.79	32.37	8.39	1.44
MISSOURI	7,489	2,615	255	724	67.57	23.59	2.30	6.53
MONTANA	374	185	118	1	55.16	27.29	17.40	0.15
NEBRASKA	355	1,434	-	-	19.84	80.16	-	-
NEVADA	403	200	27	27	61.34	30.44	4.11	4.11
NEW HAMPSHIRE	637	381	174	5	53.22	31.83	14.54	0.42
NEW JERSEY	3,966	6,945	4,004	314	26.04	45.60	26.29	2.06
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	6,372	25,447	10,682	1,615	14.44	57.68	24.21	3.66
NORTH CAROLINA	3,229	2,295	455	1,127	45.44	32.30	6.40	15.86
NORTH DAKOTA	199	56	32	4	68.38	19.24	11.00	1.37
OHIO	522	2,579	3,005	238	8.23	40.65	47.37	3.75
OKLAHOMA	202	565	73	123	20.98	58.67	7.58	12.77
OREGON	1,382	812	9	283	55.59	32.66	0.36	11.38
PENNSYLVANIA	4,028	7,743	4,189	45	25.17	48.38	26.17	0.28
PUERTO RICO	200	473	46	26	26.85	63.49	6.17	3.49
RHODE ISLAND	699	374	230	21	52.79	28.25	17.37	1.59
SOUTH CAROLINA	3,898	1,483	268	61	68.27	25.97	4.69	1.07
SOUTH DAKOTA	116	126	38	8	40.28	43.75	13.19	2.78
TENNESSEE	1,334	1,032	390	97	46.76	36.17	13.67	3.40
TEXAS	8,767	4,848	2,512	786	51.84	28.67	14.85	4.64
UTAH	8,453	1,329	644	17	80.86	12.61	6.16	0.16
VERMONT	257	60	39	0	72.19	16.85	10.96	0.00
VIRGINIA	1,650	2,885	1,191	458	26.68	46.65	19.26	7.41
WASHINGTON	1,811	1,616	290	4	48.60	43.55	7.85	0.11
WEST VIRGINIA	681	518	165	47	48.26	36.71	11.69	3.33
WISCONSIN	1,605	7,863	0	0	16.95	83.05	0.00	0.00
WYOMING	364	164	52	-	62.76	28.29	8.97	-
AMERICAN SAMOA	0	-	0	-	-	-	-	-
GUAM	8	25	30	0	12.70	39.68	47.62	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	111	88	52	-	44.22	35.06	20.72	-
U.S. AND TERRITORIES	150,061	135,288	56,726	9,206	42.72	38.51	16.15	2.62

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	HARD OF HEARING & DEAF NUMBER				HARD OF HEARING & DEAF PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	331	333	8	6	48.82	49.12	1.18	0.88
ALASKA	123	88	4	0	57.21	40.93	1.86	0.00
ARIZONA	452	96	449	0	45.34	9.63	45.04	0.00
ARKANSAS	332	66	318	20	45.11	8.97	43.21	2.72
CALIFORNIA	1,633	4,890	28	-	24.93	74.65	0.42	-
COLORADO	557	281	143	0	56.78	28.64	14.58	0.00
CONNECTICUT	485	282	184	9	50.52	29.37	19.17	0.94
DELAWARE	34	35	276	0	9.86	10.14	80.00	0.00
DISTRICT OF COLUMBIA	53	20	20	7	53.00	20.00	20.00	7.00
FLORIDA	107	1,330	618	0	5.21	64.72	30.07	0.00
GEORGIA	714	454	621	6	39.78	25.29	34.60	0.33
HAWAII	20	206	67	0	6.83	70.31	22.87	0.00
IDAHO	31	214	185	0	7.21	49.77	43.02	0.00
ILLINOIS	1,382	2,271	543	2	32.92	54.10	12.93	0.05
INDIANA	289	462	577	2	21.73	34.74	43.38	0.15
IOWA	406	354	282	41	37.49	32.69	26.04	3.79
KANSAS	311	139	306	9	40.65	18.17	40.00	1.18
KENTUCKY	245	213	620	6	22.60	19.65	57.20	0.55
LOUISIANA	381	629	552	91	23.05	38.05	33.39	5.51
MAINE	359	66	98	23	65.75	12.09	17.95	4.21
MARYLAND	656	217	627	0	43.73	14.47	41.80	0.00
MASSACHUSETTS	1,395	352	79	19	75.61	19.08	4.28	1.03
MICHIGAN	1,055	1,850	139	12	34.52	60.54	4.55	0.39
MINNESOTA	959	356	317	3	58.65	21.77	19.39	0.18
MISSISSIPPI	178	129	39	1	51.30	37.18	11.24	0.29
MISSOURI	1,130	363	255	190	58.31	18.73	13.16	9.80
MONTANA	84	42	127	0	33.20	16.60	50.20	0.00
NEBRASKA	80	270	-	-	22.86	77.14	-	-
NEVADA	80	71	4	11	48.19	42.77	2.41	6.63
NEW HAMPSHIRE	149	96	31	0	53.99	34.78	11.23	0.00
NEW JERSEY	470	760	789	9	23.18	37.48	38.91	0.44
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,246	1,214	2,532	2	24.95	24.31	50.70	0.04
NORTH CAROLINA	1,194	280	906	12	49.92	11.71	37.88	0.50
NORTH DAKOTA	128	44	73	5	51.20	17.60	29.20	2.00
OHIO	673	1,666	429	13	24.20	59.91	15.43	0.47
OKLAHOMA	240	279	16	29	42.55	49.47	2.84	5.14
OREGON	860	280	312	0	59.23	19.28	21.49	0.00
PENNSYLVANIA	2,046	935	1,106	18	49.84	22.78	26.94	0.44
PUERTO RICO	76	907	1,234	9	3.41	40.75	55.44	0.40
RHODE ISLAND	95	14	145	1	37.25	5.49	56.86	0.39
SOUTH CAROLINA	610	283	290	8	51.22	23.76	24.35	0.67
SOUTH DAKOTA	277	30	45	1	78.47	8.50	12.75	0.28
TENNESSEE	1,297	595	282	12	59.33	27.22	12.90	0.55
TEXAS	1,181	1,797	812	16	31.03	47.21	21.33	0.42
UTAH	250	41	1	0	85.62	14.04	0.34	0.00
VERMONT	42	84	63	2	21.99	43.98	32.98	1.05
VIRGINIA	558	467	497	17	36.26	30.34	32.29	1.10
WASHINGTON	447	677	19	0	39.11	59.23	1.66	0.00
WEST VIRGINIA	181	133	162	9	37.32	27.42	33.40	1.86
WISCONSIN	160	719	266	0	13.97	62.79	23.23	0.00
WYOMING	55	10	2	-	82.09	14.93	2.99	-
AMERICAN SAMOA	0	-	13	-	0.00	-	100.00	-
GUAM	29	57	0	0	33.72	66.28	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	24	2	8	-	70.59	5.88	23.53	-
U.S. AND TERRITORIES	26,050	27,149	17,517	621	36.52	38.06	24.56	0.87

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	MULTIHANDICAPPED NUMBER REGULAR CLASSES	MULTIHANDICAPPED NUMBER SEPARATE CLASSES	MULTIHANDICAPPED NUMBER SEPARATE SCHOOL	MULTIHANDICAPPED NUMBER OTHER ENVIRONMENTS	MULTIHANDICAPPED PERCENT REGULAR CLASSES	MULTIHANDICAPPED PERCENT SEPARATE CLASSES	MULTIHANDICAPPED PERCENT SEPARATE SCHOOL	MULTIHANDICAPPED PERCENT OTHER ENVIRONMENTS
ALABAMA	33	782	2	60	3.76	89.17	0.23	6.84
ALASKA	28	63	24	2	23.93	53.85	20.51	1.71
ARIZONA	133	425	260	9	16.08	51.39	31.44	1.09
ARKANSAS	143	96	496	20	18.94	12.72	65.70	2.65
CALIFORNIA	183	4,381	212	-	3.83	91.73	4.44	-
COLORADO	389	1,136	299	9	21.22	61.97	16.31	0.49
CONNECTICUT	2	319	173	29	0.38	60.99	33.08	5.54
DELAWARE	1	1	24	1	3.70	3.70	88.89	3.70
DISTRICT OF COLUMBIA	2	4	123	11	1.43	2.86	87.86	7.86
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	42	148	81	36	13.68	48.21	26.38	11.73
HAWAII	0	150	23	0	0.00	86.71	13.29	0.00
IDAHO	0	17	115	166	0.00	5.70	38.59	55.70
ILLINOIS	72	581	467	14	6.35	51.23	41.18	1.23
INDIANA	1	566	690	9	0.08	44.71	54.50	0.71
IOWA	0	698	51	102	0.00	82.02	5.99	11.99
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	67	497	459	53	6.23	46.19	42.66	4.93
LOUISIANA	40	268	421	8	5.43	36.36	57.12	1.09
MAINE	580	289	60	40	59.86	29.82	6.19	4.13
MARYLAND	227	296	2,692	24	7.01	9.14	83.11	0.74
MASSACHUSETTS	2,192	554	124	31	75.56	19.10	4.27	1.07
MICHIGAN	2	1,235	281	50	0.13	78.76	17.92	3.19
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	31	128	31	14	15.20	62.75	15.20	6.86
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	72	210	38	0	22.50	65.62	11.87	0.00
NEBRASKA	0	285	-	-	0.00	100.00	-	-
NEVADA	37	13	246	339	5.83	2.05	38.74	53.39
NEW HAMPSHIRE	86	77	68	4	36.60	32.77	28.94	1.70
NEW JERSEY	624	1,999	1,078	54	16.62	53.24	28.71	1.44
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	317	1,994	4,830	52	4.41	27.72	67.15	0.72
NORTH CAROLINA	224	441	779	224	13.43	26.44	46.70	13.43
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	93	2,160	500	25	3.35	77.75	18.00	0.90
OKLAHOMA	110	567	135	200	10.87	56.03	13.34	19.76
OREGON	311	167	24	8	60.98	32.75	4.71	1.57
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	95	291	100	1,948	3.90	11.96	4.11	80.03
RHODE ISLAND	20	11	40	0	28.17	15.49	56.34	0.00
SOUTH CAROLINA	4	105	307	6	0.95	24.88	72.75	1.42
SOUTH DAKOTA	133	227	70	26	29.17	49.78	15.35	5.70
TENNESSEE	160	1,437	79	53	9.25	83.11	4.57	3.07
TEXAS	2,989	2,692	1,634	131	40.14	36.15	21.94	1.76
UTAH	16	249	1,055	13	1.20	18.68	79.14	0.98
VERMONT	23	136	2	10	13.45	79.53	1.17	5.85
VIRGINIA	235	1,134	959	388	8.65	41.75	35.31	14.29
WASHINGTON	93	747	242	7	8.54	68.60	22.22	0.64
WEST VIRGINIA	17	88	65	84	6.69	34.65	25.59	33.07
WISCONSIN	0	484	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	-	-	-	-	-
AMERICAN SAMOA	0	-	9	-	0.00	-	100.00	-
GUAM	0	0	111	8	0.00	0.00	93.28	6.72
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	104	53	42	-	52.26	26.63	21.11	-
U.S. AND TERRITORIES	9,931	28,201	19,521	4,266	16.04	45.54	31.53	6.89

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	174	154	1	52	45.67	40.42	0.26	13.65
ALASKA	107	81	21	1	50.95	38.57	10.00	0.48
ARIZONA	462	151	43	2	70.21	22.95	6.53	0.30
ARKANSAS	81	63	216	23	21.15	16.45	56.40	6.01
CALIFORNIA	2,826	4,189	18	-	40.18	59.56	0.26	-
COLORADO	398	226	108	42	51.42	29.20	13.95	5.43
CONNECTICUT	191	113	29	16	54.73	32.38	8.31	4.58
DELAWARE	44	5	196	1	17.89	2.03	79.67	0.41
DISTRICT OF COLUMBIA	14	3	66	0	16.87	3.61	79.52	0.00
FLORIDA	437	1,290	396	30	20.30	59.92	18.39	1.39
GEORGIA	379	449	16	53	42.25	50.06	1.78	5.91
HAWAII	20	147	48	0	9.30	68.37	22.33	0.00
IDAHO	147	49	0	110	48.04	16.01	0.00	35.95
ILLINOIS	506	1,188	2,107	591	11.53	27.05	47.97	13.46
INDIANA	164	259	248	0	24.44	38.60	36.96	0.00
IOWA	413	328	5	107	48.42	38.45	0.59	12.54
KANSAS	174	248	74	236	23.77	33.88	10.11	32.24
KENTUCKY	249	174	122	141	36.30	25.36	17.78	20.55
LOUISIANA	136	224	253	21	21.45	35.33	39.91	3.31
MAINE	218	100	37	89	49.10	22.52	8.33	20.05
MARYLAND	267	97	355	110	32.21	11.70	42.82	13.27
MASSACHUSETTS	1,096	276	62	15	75.64	19.05	4.28	1.04
MICHIGAN	1,636	2,584	35	437	34.87	55.07	0.75	9.31
MINNESOTA	783	315	182	16	60.42	24.31	14.04	1.23
MISSISSIPPI	107	90	14	61	39.34	33.09	5.15	22.43
MISSOURI	542	558	37	109	43.50	44.78	2.97	8.75
MONTANA	91	19	0	4	79.82	16.67	0.00	3.51
NEBRASKA	153	244	-	-	38.54	61.46	-	-
NEVADA	180	0	49	0	78.60	0.00	21.40	0.00
NEW HAMPSHIRE	86	36	11	4	62.77	26.28	8.03	2.92
NEW JERSEY	427	374	416	21	34.49	30.21	33.60	1.70
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	782	1,360	1,850	98	19.12	33.25	45.23	2.40
NORTH CAROLINA	465	414	95	163	40.90	36.41	8.36	14.34
NORTH DAKOTA	46	22	34	5	42.99	20.56	31.78	4.67
OHIO	468	1,213	483	1,374	13.23	34.28	13.65	38.84
OKLAHOMA	162	113	31	47	45.89	32.01	8.78	13.31
OREGON	688	137	91	49	71.30	14.20	9.43	5.08
PENNSYLVANIA	281	558	750	29	17.37	34.49	46.35	1.79
PUERTO RICO	134	172	11	79	33.84	43.43	2.78	19.95
RHODE ISLAND	170	44	29	9	67.46	17.46	11.51	3.57
SOUTH CAROLINA	404	249	113	35	50.44	31.09	14.11	4.37
SOUTH DAKOTA	41	36	39	5	33.88	29.75	32.23	4.13
TENNESSEE	425	395	4	258	39.28	36.51	0.37	23.84
TEXAS	1,378	1,155	413	515	39.82	33.37	11.93	14.88
UTAH	101	92	13	3	48.33	44.02	6.22	1.44
VERMONT	69	19	8	10	65.09	17.92	7.55	9.43
VIRGINIA	246	262	178	154	29.29	31.19	21.19	18.33
WASHINGTON	428	232	26	6	61.85	33.53	3.76	0.87
WEST VIRGINIA	165	104	62	43	44.12	27.81	16.58	11.50
WISCONSIN	0	906	0	0	0.00	100.00	0.00	0.00
WYOMING	74	7	9	-	82.22	7.78	10.00	-
AMERICAN SAMOA	0	-	2	-	0.00	-	100.00	-
GUAM	16	3	0	0	84.21	15.79	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	17	0	0	-	100.00	0.00	0.00	-
U.S. AND TERRITORIES	19,068	21,527	9,406	5,174	34.56	39.02	17.06	9.38

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	84	43	4	269	21.00	10.75	1.00	67.25
ALASKA	25	6	17	0	52.08	12.50	35.42	0.00
ARIZONA	0	0	0	662	0.00	0.00	0.00	100.00
ARKANSAS	60	9	107	51	26.43	3.96	47.14	22.47
CALIFORNIA	12,169	1,826	76	-	86.48	12.98	0.54	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	402	280	120	93	44.92	31.28	13.41	10.39
DELAWARE	12	16	4	5	32.43	43.24	10.81	13.51
DISTRICT OF COLUMBIA	12	3	86	3	11.54	2.88	82.69	2.88
FLORIDA	300	162	135	1,561	13.90	7.51	6.26	72.34
GEORGIA	281	62	2	291	44.18	9.75	0.31	45.75
HAWAII	0	0	36	0	0.00	0.00	100.00	0.00
IDAHO	57	73	0	293	13.48	17.26	0.00	69.27
ILLINOIS	749	299	234	440	43.50	17.36	13.59	25.55
INDIANA	0	0	101	0	0.00	0.00	100.00	0.00
IOWA	0	179	3	0	0.00	98.35	1.65	0.00
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	99	63	174	208	18.20	11.58	31.99	38.24
LOUISIANA	223	278	162	829	14.95	18.63	10.86	55.56
MAINE	158	46	58	92	44.63	12.99	16.38	25.99
MARYLAND	192	58	100	209	34.35	10.38	17.89	37.39
MASSACHUSETTS	1,395	353	80	20	75.49	19.10	4.33	1.08
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	638	91	81	56	73.67	10.51	9.35	6.47
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	950	44	30	542	60.66	2.81	1.92	34.61
MONTANA	103	20	0	4	81.10	15.75	0.00	3.15
NEBRASKA	0	0	-	-	-	-	-	-
NEVADA	3	0	0	221	1.34	0.00	0.00	98.66
NEW HAMPSHIRE	140	62	22	2	61.95	27.43	9.73	0.88
NEW JERSEY	592	536	39	341	39.26	35.54	2.59	22.61
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,186	3,269	1,230	198	20.16	55.57	20.91	3.37
NORTH CAROLINA	560	342	48	882	30.57	18.67	2.62	48.14
NORTH DAKOTA	58	12	3	7	72.50	15.00	3.75	8.75
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	532	7	10	53	88.37	1.16	1.66	8.80
OREGON	326	53	22	108	64.05	10.41	4.32	21.22
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	28	203	1,693	155	1.35	9.76	81.43	7.46
RHODE ISLAND	49	10	6	299	13.46	2.75	1.65	82.14
SOUTH CAROLINA	76	54	17	3	50.67	36.00	11.33	2.00
SOUTH DAKOTA	8	11	4	21	18.18	25.00	9.09	47.73
TENNESSEE	124	59	7	1,262	8.54	4.06	0.48	86.91
TEXAS	2,586	1,399	278	1,134	47.92	25.92	5.15	21.01
UTAH	96	51	33	17	48.73	25.89	16.75	8.63
VERMONT	87	26	8	1	71.31	21.31	6.56	0.82
VIRGINIA	158	184	164	499	15.72	18.31	16.32	49.65
WASHINGTON	690	640	55	17	49.22	45.65	3.92	1.21
WEST VIRGINIA	27	21	57	795	3.00	2.33	6.33	88.33
WISCONSIN	0	0	0	389	0.00	0.00	0.00	100.00
WYOMING	76	14	4	-	80.85	14.89	4.26	-
AMERICAN SAMOA	0	-	2	-	0.00	-	100.00	-
GUAM	1	1	2	8	8.33	8.33	16.67	66.67
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	33	0	0	-	100.00	0.00	0.00	-
U.S. AND TERRITORIES	25,327	10,855	5,312	12,032	47.32	20.28	9.92	22.48

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	191	57	1	2	76.10	22.71	0.40	0.80
ALASKA	31	13	2	0	67.39	28.26	4.35	0.00
ARIZONA	204	19	121	0	59.30	5.52	35.17	0.00
ARKANSAS	118	9	132	8	44.19	3.37	49.44	3.00
CALIFORNIA	1,250	889	9	-	58.19	41.39	0.42	-
COLORADO	256	27	37	0	80.00	8.44	11.56	0.00
CONNECTICUT	327	82	61	3	69.13	17.34	12.90	0.63
DELAWARE	15	6	8	0	51.72	20.69	27.59	0.00
DISTRICT OF COLUMBIA	3	50	2	0	5.45	90.91	3.64	0.00
FLORIDA	486	166	126	8	61.83	21.12	16.03	1.02
GEORGIA	471	13	113	9	77.72	2.15	18.65	1.49
HAWAII	17	28	8	0	32.08	52.83	15.09	0.00
IDAHO	43	16	102	0	26.71	9.94	63.35	0.00
ILLINOIS	726	481	191	2	51.86	34.36	13.64	0.14
INDIANA	275	29	206	0	53.92	5.69	40.39	0.00
IOWA	141	48	39	12	58.75	20.00	16.25	5.00
KANSAS	193	12	69	3	69.68	4.33	24.91	1.08
KENTUCKY	239	52	170	4	51.40	11.18	36.56	0.86
LOUISIANA	239	140	101	1	49.69	29.11	21.00	0.21
MAINE	120	42	15	38	55.81	19.53	6.98	17.67
MARYLAND	309	31	242	5	52.64	5.28	41.23	0.85
MASSACHUSETTS	597	151	33	8	75.67	19.14	4.18	1.01
MICHIGAN	482	412	32	5	51.77	44.25	3.44	0.54
MINNESOTA	332	46	41	0	79.24	10.98	9.79	0.00
MISSISSIPPI	81	14	15	1	72.97	12.61	13.51	0.90
MISSOURI	1,531	80	169	74	82.58	4.31	9.12	3.99
MONTANA	40	12	131	0	21.86	6.56	71.58	0.00
NEBRASKA	81	27	-	-	75.00	25.00	-	-
NEVADA	47	1	0	11	79.66	1.69	0.00	18.64
NEW HAMPSHIRE	83	17	3	0	80.58	16.50	2.91	0.00
NEW JERSEY	219	76	922	2	17.94	6.29	75.61	0.16
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,128	428	441	4	56.37	21.39	22.04	0.20
NORTH CAROLINA	457	24	209	5	65.76	3.45	30.07	0.72
NORTH DAKOTA	40	5	30	1	52.63	6.58	39.47	1.32
OHIO	439	385	153	6	44.66	39.17	15.56	0.61
OKLAHOMA	145	42	4	9	72.50	21.00	2.00	4.50
OREGON	482	41	52	0	83.83	7.13	9.04	0.00
PENNSYLVANIA	1,010	259	375	17	60.81	15.59	22.58	1.02
PUERTO RICO	85	64	2,525	15	3.16	2.38	93.90	0.56
RHODE ISLAND	49	9	12	2	68.06	12.50	16.67	2.78
SOUTH CAROLINA	355	45	83	5	72.75	9.22	17.01	1.02
SOUTH DAKOTA	31	8	15	0	57.41	14.81	27.78	0.00
TENNESSEE	516	84	105	12	71.97	11.72	14.64	1.67
TEXAS	1,104	360	101	22	69.57	22.68	6.36	1.39
UTAH	118	2	1	0	97.52	1.65	0.83	0.00
VERMONT	21	11	7	4	48.84	25.58	16.28	9.30
VIRGINIA	1,525	41	112	84	86.55	2.33	6.36	4.77
WASHINGTON	33	69	6	0	30.56	63.89	5.56	0.00
WEST VIRGINIA	205	22	76	4	66.78	7.17	24.76	1.30
WISCONSIN	101	195	125	0	23.99	46.32	29.69	0.00
WYOMING	30	2	0	-	93.75	6.25	0.00	-
AMERICAN SAMOA	0	-	2	-	0.00	-	100.00	-
GUAM	15	11	6	0	46.87	34.37	18.75	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	14	0	0	-	100.00	0.00	0.00	-
U.S. AND TERRITORIES	17,046	5,152	7,540	386	56.59	17.10	25.03	1.28

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	7	16	1	3	25.93	59.26	3.70	11.11
ALASKA	0	4	9	0	0.00	30.77	69.23	0.00
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	10	13	0	0.00	43.48	56.52	0.00
CALIFORNIA	26	163	0	-	13.76	86.24	0.00	-
COLORADO	0	3	70	0	0.00	4.11	95.89	0.00
CONNECTICUT	1	2	9	0	8.33	16.67	75.00	0.00
DELAWARE	0	0	50	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	1	34	2	0.00	2.70	91.89	5.41
FLORIDA	1	20	73	2	1.04	20.83	76.04	2.08
GEORGIA	0	6	1	0	0.00	85.71	14.29	0.00
HAWAII	0	3	6	0	0.00	33.33	66.67	0.00
IDAHO	0	0	4	2	0.00	0.00	66.67	33.33
ILLINOIS	10	26	68	0	9.62	25.00	65.38	0.00
INDIANA	0	0	23	0	0.00	0.00	100.00	0.00
IOWA	0	17	0	0	0.00	100.00	0.00	0.00
KANSAS	11	318	392	9	1.51	43.56	53.70	1.23
KENTUCKY	7	2	43	3	12.73	3.64	78.18	5.45
LOUISIANA	4	8	14	4	13.33	26.67	46.67	13.33
MAINE	10	13	0	0	43.48	56.52	0.00	0.00
MARYLAND	2	1	48	0	3.92	1.96	94.12	0.00
MASSACHUSETTS	99	26	5	1	75.57	19.85	3.82	0.76
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	7	2	23	1	21.21	6.06	69.70	3.03
MISSISSIPPI	2	9	4	3	11.11	50.00	22.22	16.67
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	6	2	25	0	18.18	6.06	75.76	0.00
NEBRASKA	0	0	-	-	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	1	2	2	0	20.00	40.00	40.00	0.00
NEW JERSEY	0	0	21	1	0.00	0.00	95.45	4.55
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	153	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	5	2	59	0	7.58	3.03	89.39	0.00
NORTH DAKOTA	0	1	17	0	0.00	5.56	94.44	0.00
OHIO	4	36	8	0	8.33	75.00	16.67	0.00
OKLAHOMA	6	8	1	10	24.00	32.00	4.00	40.00
OREGON	2	16	15	0	6.06	48.48	45.45	0.00
PENNSYLVANIA	6	5	0	0	54.55	45.45	0.00	0.00
PUERTO RICO	0	43	0	12	0.00	78.18	0.00	21.82
RHODE ISLAND	2	2	7	1	16.67	16.67	58.33	8.33
SOUTH CAROLINA	0	8	5	0	0.00	61.54	38.46	0.00
SOUTH DAKOTA	2	6	11	0	10.53	31.58	57.89	0.00
TENNESSEE	0	13	14	0	0.00	48.15	51.85	0.00
TEXAS	4	41	106	3	2.60	26.62	68.83	1.95
UTAH	1	3	40	0	2.27	6.82	90.91	0.00
VERMONT	0	4	0	0	0.00	100.00	0.00	0.00
VIRGINIA	2	13	10	2	7.41	48.15	37.04	7.41
WASHINGTON	1	12	4	0	5.88	70.59	23.53	0.00
WEST VIRGINIA	2	0	0	0	100.00	0.00	0.00	0.00
WISCONSIN	0	32	0	0	0.00	100.00	0.00	0.00
WYOMING	3	2	4	-	33.33	22.22	44.44	-
AMERICAN SAMOA	0	-	3	-	0.00	-	100.00	-
GUAM	0	0	13	0	0.00	0.00	100.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	-	-	-	-	-
U.S. AND TERRITORIES	234	901	1,408	59	8.99	34.63	54.11	2.27

(Continued)

Table 6C1

NUMBER AND PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	NONCATEGORICAL NUMBER REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN-VIRONMENTS	NONCATEGORICAL PERCENT REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER EN-VIRONMENTS
ALABAMA	-	-	-	-	-	-	-	-
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	558	387	22	45	55.14	38.24	2.17	4.45
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	0	0	0	0	-	-	-	-
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	4	140	0	0	2.78	97.22	0.00	0.00
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	0	0	0	-	-	-	-
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	7,140	1,343	11	0	84.06	15.81	0.13	0.00
LOUISIANA	561	1,418	471	10	22.80	57.64	19.15	0.41
MAINE	0	0	0	0	-	-	-	-
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	0	0	0	0	-	-	-	-
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	-	-	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	0	0	0	0	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	0	-	-	-	-
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	0	0	0	-	-	-	-
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	0	-	0	-	-	-	-
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	0	0	0	-	-	-	-
TEXAS	0	0	0	0	-	-	-	-
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	36	410	0	71	6.96	79.30	0.00	13.73
WASHINGTON	581	1,987	769	10	17.36	59.37	22.98	0.30
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	3,847	0	0	0.00	100.00	0.00	0.00
WYOMING	279	40	5	-	86.11	12.35	1.54	-
AMERICAN SAMOA	0	-	0	-	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	-	-	-	-	-
U.S. AND TERRITORIES	9,159	9,572	1,278	136	45.47	47.52	6.34	0.68

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	ALL CONDITIONS NUMBER				ALL CONDITIONS PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	2,080	229	2	30	88.85	9.78	0.09	1.28
ALASKA	580	298	108	0	58.82	30.22	10.95	0.00
ARIZONA	1,230	212	483	15	63.40	10.93	24.90	0.77
ARKANSAS	1,714	139	720	0	66.61	5.40	27.98	0.00
CALIFORNIA	10,953	6,977	113	0	60.70	38.67	0.63	0.00
COLORADO	669	1,038	852	9	26.05	40.42	33.18	0.35
CONNECTICUT	2,232	898	154	72	66.51	26.76	4.59	2.15
DELAWARE	243	297	229	0	31.60	38.62	29.78	0.00
DISTRICT OF COLUMBIA	503	66	90	4	75.87	9.95	13.57	0.60
FLORIDA	5,222	1,317	1,173	486	63.70	16.06	14.31	5.93
GEORGIA	5,060	958	310	373	75.51	14.30	4.63	5.57
HAWAII	63	354	16	0	14.55	81.76	3.70	0.00
IDAHO	382	189	29	0	63.67	31.50	4.83	0.00
ILLINOIS	3,271	16,510	2,248	74	14.80	74.70	10.17	0.33
INDIANA	4,101	286	1,491	0	69.77	4.87	25.37	0.00
IOWA	83	1,746	0	3,230	1.64	34.51	0.00	63.85
KANSAS	2,400	499	446	45	70.80	14.72	13.16	1.33
KENTUCKY	3,031	659	768	8	67.87	14.76	17.20	0.18
LOUISIANA	3,919	1,620	796	146	60.47	25.00	12.28	2.25
MAINE	1,307	646	153	121	58.69	29.01	6.87	5.43
MARYLAND	3,790	330	1,368	41	68.51	5.96	24.90	0.75
MASSACHUSETTS	2,443	3,921	186	24	37.16	59.64	2.83	0.37
MICHIGAN	7,432	5,390	171	416	55.42	40.20	1.28	3.10
MINNESOTA	3,906	3,954	365	20	46.96	47.60	5.16	0.27
MISSISSIPPI	539	561	158	12	42.44	44.17	12.44	0.94
MISSOURI	5,096	615	123	204	84.41	10.19	2.08	3.38
MONTANA	1,369	96	0	0	93.45	6.55	0.00	0.00
NEBRASKA	1,370	1,213	0	0	53.04	46.96	0.00	0.00
NEVADA	265	57	117	2	60.09	12.93	26.53	0.45
NEW HAMPSHIRE	613	172	38	26	72.20	20.26	4.48	3.06
NEW JERSEY	4,741	1,737	291	10	69.94	25.62	4.29	0.15
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	4,228	2,580	6,128	31	32.61	19.90	47.26	0.24
NORTH CAROLINA	2,732	403	310	164	75.71	11.16	8.59	4.54
NORTH DAKOTA	339	221	47	176	43.30	28.22	6.00	22.48
OHIO	5,447	976	990	42	73.07	13.09	13.28	0.56
OKLAHOMA	4,280	726	83	434	77.49	13.15	1.50	7.86
OREGON	1,531	508	46	22	72.66	24.11	2.18	1.04
PENNSYLVANIA	5,775	1,308	3,354	327	53.69	12.11	31.17	3.04
PUERTO RICO	109	349	1,012	207	6.52	20.83	60.36	12.39
RHODE ISLAND	773	0	6	1	99.10	0.00	0.77	0.13
SOUTH CAROLINA	3,988	272	488	32	83.43	5.69	10.21	0.67
SOUTH DAKOTA	595	1,009	24	2	36.50	61.90	1.47	0.12
TENNESSEE	7,225	992	1	98	86.88	11.93	0.01	1.18
TEXAS	14,082	6,390	1,612	139	63.37	28.75	7.25	0.63
UTAH	1,337	153	346	5	72.62	8.31	18.79	0.27
VERMONT	525	348	43	147	49.39	32.74	4.05	13.83
VIRGINIA	5,486	1,721	541	362	67.66	21.23	6.67	4.46
WASHINGTON	2,007	2,099	850	10	40.41	42.27	17.12	0.20
WEST VIRGINIA	1,759	150	142	386	72.18	6.16	5.83	15.84
WISCONSIN	2,832	4,582	224	8	37.04	59.93	2.93	0.10
WYOMING	329	34	10	0	88.20	9.12	2.68	0.00
AMERICAN SAMOA	0	0	11	0	0.00	0.00	100.00	0.00
GUAM	40	56	27	1	32.26	45.16	21.77	0.81
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	277	6	0	0	97.88	2.12	0.00	0.00
U.S. AND TERRITORIES	145,872	77,448	29,304	7,962	55.98	29.72	11.25	3.06

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	LEARNING DISABLED NUMBER REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	LEARNING DISABLED PERCENT REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	30	4	0	0	88.24	11.76	0.00	0.00
ALASKA	38	5	30	0	52.05	6.85	41.10	0.00
ARIZONA	28	39	16	0	33.73	46.99	19.28	0.00
ARKANSAS	0	20	15	0	0.00	57.14	42.86	0.00
CALIFORNIA	479	1,509	24	0	23.81	75.00	1.19	0.00
COLORADO	51	179	11	5	20.73	72.76	4.47	2.03
CONNECTICUT	130	75	2	0	62.80	36.23	0.97	0.00
DELAWARE	38	158	83	0	13.62	56.63	29.75	0.00
DISTRICT OF COLUMBIA	22	1	15	0	57.89	2.63	39.47	0.00
FLORIDA	71	176	21	1	26.39	65.43	7.81	0.37
GEORGIA	70	5	0	0	93.33	6.67	0.00	0.00
HAWAII	5	65	0	0	7.14	92.86	0.00	0.00
IDAHO	21	32	0	0	39.62	60.38	0.00	0.00
ILLINOIS	787	1,826	135	2	28.10	66.89	4.96	0.07
INDIANA	17	35	40	0	18.48	38.04	43.48	0.00
IOWA	34	53	0	8	35.79	55.79	0.00	8.42
KANSAS	43	108	24	8	23.50	59.02	13.11	4.37
KENTUCKY	40	33	28	0	39.60	32.67	27.72	0.00
LOUISIANA	122	30	0	0	80.26	19.74	0.00	0.00
MAINE	201	68	20	15	66.12	22.37	6.58	4.93
MARYLAND	186	20	185	0	47.57	5.12	47.31	0.00
MASSACHUSETTS	862	1,384	66	9	37.14	59.63	2.84	0.39
MICHIGAN	152	1,282	8	9	10.48	88.35	0.55	0.62
MINNESOTA	230	519	21	0	29.87	67.40	2.73	0.00
MISSISSIPPI	0	1	0	0	0.00	100.00	0.00	0.00
MISSOURI	350	37	1	6	88.83	9.39	0.25	1.52
MONTANA	73	7	0	0	91.25	8.75	0.00	0.00
NEBRASKA	116	14	0	0	89.23	10.77	0.00	0.00
NEVADA	14	41	0	0	25.45	74.55	0.00	0.00
NEW HAMPSHIRE	25	7	0	0	78.12	21.87	0.00	0.00
NEW JERSEY	186	408	34	3	29.48	64.66	5.39	0.48
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	382	337	165	0	43.21	38.12	18.67	0.00
NORTH CAROLINA	234	24	5	3	87.97	9.02	1.88	1.13
NORTH DAKOTA	24	22	8	9	38.10	34.92	12.70	14.29
OHIO	27	141	0	0	16.07	83.93	0.00	0.00
OKLAHOMA	127	39	0	15	70.17	21.55	0.00	8.29
OREGON	143	10	0	0	93.46	6.54	0.00	0.00
PENNSYLVANIA	161	320	313	23	19.71	39.17	38.31	2.82
PUERTO RICO	4	6	78	0	4.55	6.82	88.64	0.00
RHODE ISLAND	237	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	27	0	0	0	100.00	0.00	0.00	0.00
SOUTH DAKOTA	27	66	0	0	29.03	70.97	0.00	0.00
TENNESSEE	159	72	0	2	68.24	30.90	0.00	0.86
TEXAS	1,216	1,796	212	0	37.72	55.71	6.58	0.00
UTAH	106	9	12	0	83.46	7.09	9.45	0.00
VERMONT	17	31	5	5	29.31	53.45	8.62	8.62
VIRGINIA	106	175	4	26	34.08	56.27	1.29	8.36
WASHINGTON	78	5	1	0	92.86	5.95	1.19	0.00
WEST VIRGINIA	78	10	1	21	70.91	9.09	0.91	19.09
WISCONSIN	0	68	0	0	0.00	100.00	0.00	0.00
WYOMING	39	4	0	0	90.70	9.30	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	17	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	7,610	11,276	1,583	170	36.87	54.63	7.67	0.82

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	SPEICH IMPAIRED				SPEECH IMPAIRED			
	NUMBER				PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	1,936	24	0	19	97.83	1.21	0.00	0.96
ALASKA	484	214	25	0	66.94	29.60	3.46	0.00
ARIZONA	1,073	18	180	0	84.42	1.42	14.16	0.00
ARKANSAS	1,561	61	481	0	74.23	2.90	22.87	0.00
CALIFORNIA	10,030	609	21	0	94.09	5.71	0.20	0.00
COLORADO	532	397	179	0	48.01	35.83	16.16	0.00
CONNECTICUT	1,793	222	31	1	87.59	10.85	1.51	0.05
DELAWARE	194	35	0	0	84.72	15.28	0.00	0.00
DISTRICT OF COLUMBIA	466	21	5	0	94.72	4.27	1.02	0.00
FLORIDA	4,997	161	35	5	96.13	3.10	0.67	0.10
GEORGIA	4,581	147	33	46	95.30	3.06	0.69	0.96
HAWAII	53	6	0	0	89.83	10.17	0.00	0.00
IDAHO	240	54	0	0	81.63	18.37	0.00	0.00
ILLINOIS	2,359	12,760	948	45	14.64	79.20	5.88	0.28
INDIANA	4,065	0	256	0	94.08	0.00	5.92	0.00
IOWA	4	440	0	3,021	0.12	12.70	0.00	87.19
KANSAS	2,288	24	144	9	92.82	0.97	5.84	0.37
KENTUCKY	2,873	412	163	4	83.23	11.94	4.72	0.12
LOUISIANA	2,612	99	5	55	94.26	3.57	0.18	1.98
MAINE	688	156	10	29	77.92	17.67	1.13	3.28
MARYLAND	3,346	207	263	13	87.39	5.41	6.87	0.34
MASSACHUSETTS	562	902	43	6	37.14	59.62	2.84	0.40
MICHIGAN	7,076	1,625	51	298	78.19	17.96	0.56	3.29
MINNESOTA	2,965	1,910	87	6	59.68	38.45	1.75	0.12
MISSISSIPPI	538	416	84	0	51.83	40.08	8.09	0.00
MISSOURI	4,092	157	10	76	94.39	3.62	0.23	1.75
MONTANA	1,186	49	0	0	96.03	3.97	0.00	0.00
NEBRASKA	1,242	611	0	0	67.03	32.97	0.00	0.00
NEVADA	241	4	0	0	98.37	1.63	0.00	0.00
NEW HAMPSHIRE	499	110	10	21	77.97	17.19	1.56	3.28
NEW JERSEY	4,162	722	56	1	84.23	14.61	1.13	0.02
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	3,581	598	2,308	1	55.19	9.22	35.57	0.02
NORTH CAROLINA	2,285	158	27	22	91.69	6.34	1.08	0.88
NORTH DAKOTA	288	87	0	152	54.65	16.51	0.00	28.84
OHIO	5,345	0	0	0	100.00	0.00	0.00	0.00
OKLAHOMA	3,988	124	7	251	91.26	2.84	0.16	5.74
OREGON	1,183	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	5,268	272	106	205	90.04	4.65	1.81	3.50
PUERTO RICO	78	35	394	22	14.74	6.62	74.48	4.16
RHODE ISLAND	352	0	3	1	98.88	0.00	0.84	0.28
SOUTH CAROLINA	3,711	0	16	0	99.57	0.00	0.43	0.00
SOUTH DAKOTA	544	730	2	0	42.63	57.21	0.16	0.00
TENNESSEE	6,820	117	0	30	97.89	1.68	0.00	0.43
TEXAS	12,262	1,793	289	3	85.47	12.50	2.01	0.02
UTAH	1,019	0	4	0	99.61	0.00	0.39	0.00
VERMONT	453	187	4	75	63.00	26.01	0.56	10.43
VIRGINIA	4,988	304	152	181	88.68	5.40	2.70	3.22
WASHINGTON	1,311	79	43	0	91.49	5.51	3.00	0.00
WEST VIRGINIA	1,595	5	5	114	92.79	0.29	0.29	6.63
WISCONSIN	2,817	0	0	0	100.00	0.00	0.00	0.00
WYOMING	254	6	2	0	96.95	2.29	0.76	0.00
AMERICAN SAMOA	0	0	2	0	0.00	0.00	100.00	0.00
GUAM	24	25	1	0	48.00	50.00	2.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	217	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	127,111	27,092	6,485	4,712	76.85	16.38	3.92	2.85

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	91	83	1	4	50.84	46.37	0.56	2.23
ALASKA	7	36	16	0	11.86	61.02	27.12	0.00
ARIZONA	25	96	65	2	13.30	51.06	34.57	1.06
ARKANSAS	84	27	63	0	48.28	15.52	36.21	0.00
CALIFORNIA	61	2,105	10	0	2.80	96.74	0.46	0.00
COLORADO	4	85	316	0	0.99	20.99	78.02	0.00
CONNECTICUT	31	102	19	15	18.56	61.08	11.38	8.98
DELAWARE	4	70	72	0	2.74	47.95	49.32	0.00
DISTRICT OF COLUMBIA	1	19	11	0	3.23	61.29	35.48	0.00
FLORIDA	17	446	984	179	1.05	27.43	60.52	11.01
GEORGIA	140	329	131	58	21.28	50.00	19.91	8.81
HAWAII	1	44	0	0	2.22	97.78	0.00	0.00
IDAHO	33	84	14	0	25.19	64.12	10.69	0.00
ILLINOIS	14	455	549	0	1.38	44.70	53.93	0.00
INDIANA	10	128	545	0	1.46	18.74	79.80	0.00
IOWA	15	806	0	63	1.70	91.18	0.00	7.13
KANSAS	10	162	63	6	4.15	67.22	26.14	2.49
KENTUCKY	56	104	166	0	17.18	31.90	50.92	0.00
LOUISIANA	735	64	153	0	77.21	6.72	16.07	0.00
MAINE	77	151	46	12	26.92	52.80	16.08	4.20
MARYLAND	20	24	269	5	6.29	7.55	84.59	1.57
MASSACHUSETTS	518	831	39	5	37.19	59.66	2.80	0.36
MICHIGAN	21	914	48	14	2.11	91.68	4.81	1.40
MINNESOTA	65	593	120	2	8.33	76.03	15.38	0.26
MISSISSIPPI	1	88	45	2	0.74	64.71	33.09	1.47
MISSOURI	121	236	56	9	28.67	55.92	13.27	2.13
MONTANA	46	9	0	0	83.64	16.36	0.00	0.00
NEBRASKA	0	262	0	0	0.00	100.00	0.00	0.00
NEVADA	3	1	7	0	27.27	9.09	63.64	0.00
NEW HAMPSHIRE	17	12	5	2	47.22	33.33	13.89	5.56
NEW JERSEY	36	137	26	0	18.09	68.84	13.07	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	40	493	837	1	2.92	35.96	61.05	0.07
NORTH CAROLINA	87	104	90	19	29.00	34.67	30.00	6.33
NORTH DAKOTA	6	66	18	0	6.67	73.33	20.00	0.00
OHIO	14	163	718	31	1.51	17.60	77.54	3.35
OKLAHOMA	19	157	6	21	9.36	77.34	2.96	10.34
OREGON	27	435	0	1	5.83	93.95	0.00	0.22
PENNSYLVANIA	119	480	1,952	45	4.58	18.49	75.19	1.73
PUERTO RICO	12	98	154	7	4.43	36.16	56.83	2.58
RHODE ISLAND	80	0	2	0	97.56	0.00	2.44	0.00
SOUTH CAROLINA	128	153	321	14	20.78	24.84	52.11	2.27
SOUTH DAKOTA	6	55	1	0	9.68	88.71	1.61	0.00
TENNESSEE	63	305	0	2	17.03	82.43	0.00	0.54
TEXAS	142	911	384	13	9.79	62.83	26.48	0.90
UTAH	35	53	85	2	20.00	30.29	48.57	1.14
VERMONT	37	63	24	40	22.56	38.41	14.63	24.39
VIRGINIA	55	416	93	42	9.08	68.65	15.35	6.93
WASHINGTON	13	10	17	0	32.50	25.00	42.50	0.00
WEST VIRGINIA	36	81	62	45	16.07	36.16	27.68	20.09
WISCONSIN	0	163	216	0	0.00	43.01	56.99	0.00
WYOMING	7	18	5	0	23.33	60.00	16.67	0.00
AMERICAN SAMOA	0	0	2	0	0.00	0.00	100.00	0.00
GUAM	8	24	6	0	21.05	63.16	15.79	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	14	1	0	0	93.33	6.67	0.00	0.00
U.S. AND TERRITORIES	3,212	12,752	8,832	661	12.62	50.09	34.69	2.60

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	9	7	0	0	56.25	43.75	0.00	0.00
ALASKA	13	0	3	0	81.25	0.00	18.75	0.00
ARIZONA	13	4	18	0	37.14	11.43	51.43	0.00
ARKANSAS	2	3	14	0	10.53	15.79	73.68	0.00
CALIFORNIA	9	98	24	0	6.87	74.81	18.32	0.00
COLORADO	13	47	20	0	16.25	58.75	25.00	0.00
CONNECTICUT	36	69	17	1	29.27	56.10	13.82	0.81
DELAWARE	2	31	3	0	5.56	86.11	8.33	0.00
DISTRICT OF COLUMBIA	0	11	16	1	0.00	39.29	57.14	3.57
FLORIDA	31	91	37	130	10.73	31.49	12.80	44.98
GEORGIA	160	293	25	165	24.88	45.57	3.89	25.66
HAWAII	0	5	0	0	0.00	100.00	0.00	0.00
IDAHO	3	8	0	0	27.27	72.73	0.00	0.00
ILLINOIS	48	589	289	1	5.18	63.54	31.18	0.11
INDIANA	0	4	105	0	0.00	3.67	96.33	0.00
IOWA	7	73	0	7	8.05	83.91	0.00	8.05
KANSAS	4	49	41	3	4.12	50.52	42.27	3.09
KENTUCKY	6	12	84	0	5.88	11.76	82.35	0.00
LOUISIANA	1	2	3	0	16.67	33.33	50.00	0.00
MAINE	65	81	38	27	30.81	38.39	18.01	12.80
MARYLAND	2	2	59	0	3.17	3.17	93.65	0.00
MASSACHUSETTS	335	537	25	3	37.22	59.67	2.78	0.33
MICHIGAN	29	310	14	0	8.22	87.82	3.97	0.00
MINNESOTA	36	200	17	0	14.23	79.05	6.72	0.00
MISSISSIPPI	0	2	2	1	0.00	40.00	40.00	20.00
MISSOURI	137	78	8	22	55.92	31.84	3.27	8.98
MONTANA	6	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	0	40	0	0	0.00	100.00	0.00	0.00
NEVADA	1	1	0	0	50.00	50.00	0.00	0.00
NEW HAMPSHIRE	2	1	0	0	66.67	33.33	0.00	0.00
NEW JERSEY	12	47	71	2	9.09	35.61	53.79	1.52
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	45	356	293	11	6.38	50.50	41.56	1.56
NORTH CAROLINA	13	22	2	2	33.33	56.41	5.13	5.13
NORTH DAKOTA	3	3	0	0	50.00	50.00	0.00	0.00
OHIO	1	5	35	0	2.44	12.20	85.37	0.00
OKLAHOMA	6	9	1	2	33.33	50.00	5.56	11.11
OREGON	4	2	0	0	66.67	33.33	0.00	0.00
PENNSYLVANIA	44	80	779	13	4.80	8.73	85.04	1.42
PUERTO RICO	0	8	46	4	0.00	13.79	79.31	6.90
RHODE ISLAND	26	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	16	13	9	5	37.21	30.23	20.93	11.63
SOUTH DAKOTA	0	6	2	0	0.00	75.00	25.00	0.00
TENNESSEE	16	37	0	2	29.09	67.27	0.00	3.64
TEXAS	40	144	17	4	19.51	70.24	8.29	1.95
UTAH	116	27	42	0	62.70	14.59	22.70	0.00
VERMONT	1	3	0	0	25.00	75.00	0.00	0.00
VIRGINIA	0	40	2	1	0.00	93.02	4.65	2.33
WASHINGTON	0	0	0	0	-	-	-	-
WEST VIRGINIA	6	6	4	23	15.38	15.38	10.26	58.97
WISCONSIN	0	112	0	0	0.00	100.00	0.00	0.00
WYOMING	4	4	0	0	50.00	50.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,326	3,572	2,165	430	17.70	47.67	28.89	5.74

(Continued)

Table 6C2 .

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	HARD OF HEARING & DEAF NUMBER				HARD OF HEARING & DEAF PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	8	40	0	0	16.67	83.33	0.00	0.00
ALASKA	9	6	1	0	56.25	37.50	6.25	0.00
ARIZONA	11	7	98	0	9.48	6.03	84.48	0.00
ARKANSAS	29	15	12	0	51.79	26.79	21.43	0.00
CALIFORNIA	84	652	4	0	11.35	88.11	0.54	0.00
COLORADO	16	67	15	0	16.33	68.37	15.31	0.00
CONNECTICUT	27	39	18	3	31.03	44.83	20.69	3.45
DELAWARE	1	1	22	0	4.17	4.17	91.67	0.00
DISTRICT OF COLUMBIA	1	9	3	0	7.69	69.23	23.08	0.00
FLORIDA	1	175	4	0	0.56	97.22	2.22	0.00
GEORGIA	31	50	99	6	16.67	26.88	53.23	3.23
HAWAII	0	27	1	0	0.00	96.43	3.57	0.00
IDAHO	3	2	4	0	33.33	22.22	44.44	0.00
ILLINOIS	29	244	33	0	9.48	79.74	10.78	0.00
INDIANA	2	25	101	0	1.56	19.53	78.91	0.00
IOWA	5	71	0	39	4.35	61.74	0.00	33.91
KANSAS	21	22	38	3	25.00	26.19	45.24	3.57
KENTUCKY	9	18	28	0	16.36	32.73	50.91	0.00
LOUISIANA	36	172	69	54	10.88	51.96	20.85	16.31
MAINE	64	29	2	2	65.98	29.90	2.06	2.06
MARYLAND	38	22	60	0	31.67	18.33	50.00	0.00
MASSACHUSETTS	35	55	3	0	37.63	59.14	3.23	0.00
MICHIGAN	26	286	10	3	8.00	88.00	3.08	0.92
MINNESOTA	71	106	42	1	32.27	48.18	19.09	0.45
MISSISSIPPI	0	6	4	0	0.00	60.00	40.00	0.00
MISSOURI	103	35	25	18	56.91	19.34	13.81	9.94
MONTANA	16	4	0	0	80.00	20.00	0.00	0.00
NEBRASKA	0	64	0	0	0.00	100.00	0.00	0.00
NEVADA	2	7	0	0	22.22	77.78	0.00	0.00
NEW HAMPSHIRE	5	6	3	0	35.71	42.86	21.43	0.00
NEW JERSEY	35	63	8	0	33.02	59.43	7.55	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	39	76	304	0	9.31	18.14	72.55	0.00
NORTH CAROLINA	57	26	124	0	27.54	12.56	59.90	0.00
NORTH DAKOTA	7	16	9	5	18.92	43.24	24.32	13.51
OHIO	18	320	96	1	4.14	73.56	22.07	0.23
OKLAHOMA	29	53	6	19	27.10	49.53	5.61	17.76
OREGON	53	19	12	0	63.10	22.62	14.29	0.00
PENNSYLVANIA	84	86	100	14	29.58	30.28	35.21	4.93
PUERTO RICO	0	111	24	0	0.00	82.22	17.78	0.00
RHODE ISLAND	19	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	26	42	2	0	37.14	60.00	2.86	0.00
SOUTH DAKOTA	12	22	4	1	30.77	56.41	10.26	2.56
TENNESSEE	80	97	1	7	43.24	52.43	0.54	3.78
TEXAS	47	336	154	10	8.59	61.43	28.15	1.83
UTAH	23	1	0	0	95.83	4.17	0.00	0.00
VERMONT	4	19	0	2	16.00	76.00	0.00	8.00
VIRGINIA	20	73	31	3	15.75	57.48	24.41	2.36
WASHINGTON	4	6	2	0	33.33	50.00	16.67	0.00
WEST VIRGINIA	10	20	16	5	19.61	39.22	31.37	9.80
WISCONSIN	0	115	0	0	0.00	100.00	0.00	0.00
WYOMING	5	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	2	0	0.00	0.00	100.00	0.00
GUAM	2	6	0	0	25.00	75.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,259	3,769	1,594	196	18.47	55.28	23.38	2.87

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	MULTIHANDICAPPED NUMBER				MULTIHANDICAPPED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	2	55	0	3	3.33	91.67	0.00	5.00
ALASKA	3	5	4	0	25.00	41.67	33.33	0.00
ARIZONA	17	37	42	9	16.19	35.24	40.00	8.57
ARKANSAS	25	8	54	0	28.74	9.20	62.07	0.00
CALIFORNIA	27	678	11	0	3.77	94.69	1.54	0.00
COLORADO	25	206	189	2	5.92	48.82	44.79	0.47
CONNECTICUT	0	34	20	5	0.00	57.63	33.90	8.47
DELAWARE	0	0	5	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	2	1	8	0	18.18	9.09	72.73	0.00
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	11	35	14	35	11.58	36.84	14.74	36.84
HAWAII	0	40	1	0	0.00	97.56	2.44	0.00
IDAHO	0	0	9	0	0.00	0.00	100.00	0.00
ILLINOIS	26	301	17	1	7.54	87.25	4.93	0.29
INDIANA	1	85	204	0	0.34	29.31	70.34	0.00
IOWA	0	113	0	15	0.00	88.28	0.00	11.72
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	2	45	173	0	0.91	20.45	78.64	0.00
LOUISIANA	1	51	30	2	1.19	60.71	35.71	2.38
MAINE	92	73	0	3	54.76	43.45	0.00	1.79
MARYLAND	48	22	374	10	10.57	4.85	82.38	2.20
MASSACHUSETTS	54	86	4	1	37.24	59.31	2.76	0.69
MICHIGAN	2	238	18	4	0.76	90.84	6.87	1.53
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	25	7	1	0.00	75.76	21.21	3.03
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	17	24	0	0	41.46	58.54	0.00	0.00
NEBRASKA	0	104	0	0	0.00	100.00	0.00	0.00
NEVADA	0	3	107	0	0.00	2.73	97.27	0.00
NEW HAMPSHIRE	25	19	15	2	40.98	31.15	24.59	3.28
NEW JERSEY	35	293	69	3	8.75	73.25	17.25	0.75
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	15	110	1,428	2	0.96	7.07	91.83	0.13
NORTH CAROLINA	30	13	39	67	20.13	8.72	26.17	44.97
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	17	247	40	2	5.56	80.72	13.07	0.65
OKLAHOMA	44	282	57	65	9.82	62.95	12.72	14.51
OREGON	43	21	5	0	62.32	30.43	7.25	0.00
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	24	100	130	0.00	9.45	39.37	51.18
RHODE ISLAND	12	0	1	0	92.31	0.00	7.69	0.00
SOUTH CAROLINA	0	14	122	0	0.00	10.29	89.71	0.00
SOUTH DAKOTA	0	94	8	0	0.00	92.16	7.84	0.00
TENNESSEE	14	236	0	8	5.43	91.47	0.00	3.10
TEXAS	135	495	319	33	13.75	50.41	32.48	3.36
UTAH	4	48	161	3	1.85	22.22	74.54	1.39
VERMONT	0	12	0	10	0.00	54.55	0.00	45.45
VIRGINIA	67	306	191	37	11.15	50.92	31.78	6.16
WASHINGTON	3	11	10	0	12.50	45.83	41.67	0.00
WEST VIRGINIA	6	16	11	82	5.22	13.91	9.57	71.30
WISCONSIN	0	99	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	0	0	3	0	0.00	0.00	100.00	0.00
GUAM	0	0	19	0	0.00	0.00	100.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	11	5	0	0	68.75	31.25	0.00	0.00
U.S. AND TERRITORIES	816	4,614	3,889	535	8.28	46.82	39.47	5.43

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	4	15	0	0	21.05	78.95	0.00	0.00
ALASKA	16	29	20	0	24.62	44.62	30.77	0.00
ARIZONA	62	11	20	2	65.26	11.58	21.05	2.11
ARKANSAS	6	1	26	0	18.18	3.03	78.79	0.00
CALIFORNIA	64	986	10	0	6.04	93.02	0.94	0.00
COLORADO	14	51	96	2	8.59	31.29	58.90	1.23
CONNECTICUT	7	12	4	3	26.92	46.15	15.38	11.54
DELAWARE	3	1	27	0	9.68	3.23	87.10	0.00
DISTRICT OF COLUMBIA	1	2	15	0	5.56	11.11	83.33	0.00
FLORIDA	55	228	79	26	14.18	58.76	20.36	6.70
GEORGIA	32	55	1	29	27.35	47.01	0.85	24.79
HAWAII	0	36	14	0	0.00	72.00	28.00	0.00
IDAHO	40	0	0	0	100.00	0.00	0.00	0.00
ILLINOIS	21	220	234	23	4.22	44.18	46.99	4.62
INDIANA	5	8	137	0	3.33	5.33	91.33	0.00
IOWA	14	143	0	65	6.31	64.41	0.00	29.28
KANSAS	17	64	58	10	11.41	42.95	38.93	6.71
KENTUCKY	13	11	75	1	13.00	11.00	75.00	1.00
LOUISIANA	1	35	34	1	1.41	49.30	47.89	1.41
MAINE	47	60	19	5	35.88	45.80	14.50	3.82
MARYLAND	54	15	118	9	27.55	7.65	60.20	4.59
MASSACHUSETTS	27	43	2	0	37.50	59.72	2.78	0.00
MICHIGAN	99	682	21	84	11.17	76.98	2.37	9.48
MINNESOTA	68	166	74	3	21.86	53.38	23.79	0.96
MISSISSIPPI	0	22	12	8	0.00	52.38	28.57	19.05
MISSOURI	60	61	4	12	43.80	44.53	2.92	8.76
MONTANA	14	4	0	0	77.78	22.22	0.00	0.00
NEBRASKA	0	110	0	0	0.00	100.00	0.00	0.00
NEVADA	0	0	3	0	0.00	0.00	100.00	0.00
NEW HAMPSHIRE	10	8	2	1	47.62	38.10	9.52	4.76
NEW JERSEY	76	43	24	0	53.15	30.07	16.78	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	37	133	610	5	4.71	16.94	77.71	0.64
NORTH CAROLINA	9	45	14	24	9.78	48.91	15.22	26.09
NORTH DAKOTA	5	14	5	5	17.24	48.28	17.24	17.24
OHIO	19	70	95	7	9.95	36.65	49.74	3.66
OKLAHOMA	27	35	4	33	27.27	35.35	4.04	33.33
OREGON	14	8	11	6	35.90	20.51	28.21	15.38
PENNSYLVANIA	57	58	69	13	28.93	29.44	35.03	6.60
PUERTO RICO	3	17	0	18	7.89	44.74	0.00	47.37
RHODE ISLAND	29	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	29	32	9	10	36.25	40.00	11.25	12.50
SOUTH DAKOTA	2	24	3	1	6.67	80.00	10.00	3.33
TENNESSEE	48	92	0	27	28.74	55.09	0.00	16.17
TEXAS	92	389	101	26	15.13	63.98	16.61	4.28
UTAH	16	13	12	0	39.02	31.71	29.27	0.00
VERMONT	5	13	5	10	15.15	39.39	15.15	30.30
VIRGINIA	14	51	42	4	12.61	45.95	37.84	3.60
WASHINGTON	13	0	5	0	72.22	0.00	27.78	0.00
WEST VIRGINIA	21	6	22	31	26.25	7.50	27.50	38.75
WISCONSIN	0	167	0	0	0.00	100.00	0.00	0.00
WYOMING	8	1	2	0	72.73	9.09	18.18	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	2	1	0	0	66.67	33.33	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	1,280	4,291	2,139	504	15.58	52.24	26.04	6.14

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	OTHER HEALTH IMPAIRED -NUMBER- REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	OTHER HEALTH IMPAIRED -PERCENT- REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	0	0	0	1	0.00	0.00	0.00	100.00
ALASKA	5	0	5	0	50.00	0.00	50.00	0.00
ARIZONA	0	0	0	2	0.00	0.00	0.00	100.00
ARKANSAS	4	1	44	0	8.16	2.04	89.80	0.00
CALIFORNIA	138	241	6	0	35.84	62.60	1.56	0.00
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	31	40	15	3	34.83	44.94	16.85	3.37
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	8	0	16	3	29.63	0.00	59.26	11.11
FLORIDA	14	2	11	137	8.54	1.22	6.71	83.54
GEORGIA	21	38	0	26	24.71	44.71	0.00	30.59
HAWAII	0	0	0	0	-	-	-	-
IDAHO	38	6	0	0	86.36	13.64	0.00	0.00
ILLINOIS	4	56	26	1	4.60	64.37	29.89	1.15
INDIANA	0	0	77	0	0.00	0.00	100.00	0.00
IOWA	0	27	0	0	0.00	100.00	0.00	0.00
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	24	5	40	0	34.78	7.25	57.97	0.00
LOUISIANA	8	40	19	24	8.79	43.96	20.88	26.37
MAINE	50	14	18	21	48.54	13.59	17.48	20.39
MARYLAND	35	4	15	3	61.40	7.02	26.32	5.26
MASSACHUSETTS	34	55	3	0	36.96	59.78	3.26	0.00
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	24	31	14	8	31.17	40.26	18.18	10.39
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	95	4	3	54	60.90	2.56	1.92	34.62
MONTANA	6	1	0	0	85.71	14.29	0.00	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	2	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	22	7	3	0	68.75	21.87	9.38	0.00
NEW JERSEY	162	17	0	1	90.00	9.44	0.00	0.56
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	63	445	153	11	9.38	66.22	22.77	1.64
NORTH CAROLINA	8	9	8	26	15.69	17.65	15.69	50.98
NORTH DAKOTA	2	10	0	4	12.50	62.50	0.00	25.00
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	21	2	1	16	52.50	5.00	2.50	40.00
OREGON	8	2	7	16	24.24	6.06	21.21	48.48
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	7	31	168	14	3.18	14.09	76.36	6.36
RHODE ISLAND	11	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	37	12	9	0	63.79	20.69	15.52	0.00
SOUTH DAKOTA	1	5	0	0	16.67	83.33	0.00	0.00
TENNESSEE	13	6	0	14	39.39	18.18	0.00	42.42
TEXAS	98	383	62	34	16.98	66.38	10.75	5.89
UTAH	7	1	11	0	36.84	5.26	57.89	0.00
VERMONT	4	10	5	1	20.00	50.00	25.00	5.00
VIRGINIA	4	34	21	4	6.35	53.97	33.33	6.35
WASHINGTON	3	1	3	0	42.86	14.29	42.86	0.00
WEST VIRGINIA	1	0	15	62	1.28	0.00	19.23	79.49
WISCONSIN	0	0	0	8	0.00	0.00	0.00	100.00
WYOMING	8	1	1	0	80.00	10.00	10.00	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	1	0	0	1	50.00	0.00	0.00	50.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	12	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,032	1,541	780	497	26.81	40.03	20.26	12.91

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	0	1	1	0	0.00	50.00	50.00	0.00
ALASKA	5	3	2	0	50.00	30.00	20.00	0.00
ARIZONA	1	0	44	0	2.22	0.00	97.78	0.00
ARKANSAS	3	0	11	0	21.43	0.00	78.57	0.00
CALIFORNIA	71	83	3	0	45.22	52.87	1.91	0.00
COLORADO	14	6	8	0	50.00	21.43	28.57	0.00
CONNECTICUT	18	16	12	0	39.13	34.78	26.09	0.00
DELAWARE	1	1	2	0	25.00	25.00	50.00	0.00
DISTRICT OF COLUMBIA	2	1	0	0	66.67	33.33	0.00	0.00
FLORIDA	36	38	1	8	43.37	45.78	1.20	9.64
GEORGIA	14	6	7	8	40.00	17.14	20.00	22.86
HAWAII	1	6	0	0	14.29	85.71	0.00	0.00
IDAHO	4	3	2	0	44.44	33.33	22.22	0.00
ILLINOIS	2	45	14	1	3.23	72.58	22.58	1.61
INDIANA	1	1	22	0	4.17	4.17	91.67	0.00
IOWA	4	17	0	12	12.12	51.52	0.00	36.36
KANSAS	16	6	5	3	53.33	20.00	16.67	10.00
KENTUCKY	6	3	11	1	28.57	14.29	52.38	4.76
LOUISIANA	7	15	15	0	18.92	40.54	40.54	0.00
MAINE	17	11	0	7	48.57	31.43	0.00	20.00
MARYLAND	21	4	20	1	45.65	8.70	43.48	2.17
MASSACHUSETTS	14	24	1	0	35.90	61.54	2.56	0.00
MICHIGAN	27	53	1	3	32.14	63.10	1.19	3.57
MINNESOTA	47	28	9	0	55.95	33.33	10.71	0.00
MISSISSIPPI	0	1	4	0	0.00	20.00	80.00	0.00
MISSOURI	138	7	15	7	82.63	4.19	8.98	4.19
MONTANA	5	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	12	8	0	0	60.00	40.00	0.00	0.00
NEVADA	4	0	0	0	100.00	0.00	0.00	0.00
NEW HAMPSHIRE	7	2	0	0	77.78	22.22	0.00	0.00
NEW JERSEY	37	7	3	0	78.72	14.89	6.38	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	26	32	23	0	32.10	39.51	28.40	0.00
NORTH CAROLINA	10	1	1	1	76.92	7.69	7.69	7.69
NORTH DAKOTA	4	3	3	1	36.36	27.27	27.27	9.09
OHIO	6	27	6	1	15.00	67.50	15.00	2.50
OKLAHOMA	19	22	1	5	40.43	46.81	2.13	10.64
OREGON	56	5	7	0	82.35	7.35	10.29	0.00
PENNSYLVANIA	45	6	35	14	45.00	6.00	35.00	14.00
PUERTO RICO	5	13	48	0	7.58	19.70	72.73	0.00
RHODE ISLAND	7	0	0	0	100.00	0.00	0.00	0.00
SOUTH CAROLINA	15	4	0	3	68.18	18.18	0.00	13.64
SOUTH DAKOTA	3	5	1	0	33.33	55.56	11.11	0.00
TENNESSEE	12	21	0	6	30.77	53.85	0.00	15.38
TEXAS	49	126	51	13	20.50	52.72	21.34	5.44
UTAH	11	0	0	0	100.00	0.00	0.00	0.00
VERMONT	4	10	0	4	22.22	55.56	0.00	22.22
VIRGINIA	199	5	4	2	94.76	2.38	1.90	0.95
WASHINGTON	1	2	0	0	33.33	66.67	0.00	0.00
WEST VIRGINIA	6	6	6	3	28.57	28.57	28.57	14.29
WISCONSIN	15	6	8	0	51.72	20.69	27.59	0.00
WYOMING	2	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	3	0	1	0	75.00	0.00	25.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,034	690	408	104	46.24	30.86	18.25	4.65

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	0	0	0	3	0.00	0.00	0.00	100.00
ALASKA	0	0	2	0	0.00	0.00	100.00	0.00
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	3	0	0	0.00	100.00	0.00	0.00
CALIFORNIA	0	17	0	0	0.00	100.00	0.00	0.00
COLORADO	0	0	18	0	0.00	0.00	100.00	0.00
CONNECTICUT	0	0	2	0	0.00	0.00	100.00	0.00
DELAWARE	0	0	15	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	1	1	0	0.00	50.00	50.00	0.00
FLORIDA	0	0	1	0	0.00	0.00	100.00	0.00
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	0	0	0	0	-	-	-	-
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	1	14	3	0	5.56	77.78	16.67	0.00
INDIANA	0	0	4	0	0.00	0.00	100.00	0.00
IOWA	0	3	0	0	0.00	100.00	0.00	0.00
KANSAS	1	64	73	3	0.71	45.39	51.77	2.13
KENTUCKY	0	1	0	2	0.00	33.33	0.00	66.67
LOUISIANA	0	0	1	0	0.00	0.00	100.00	0.00
MAINE	6	3	0	0	66.67	33.33	0.00	0.00
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	2	4	0	0	33.33	66.67	0.00	0.00
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	2	1	1	0	50.00	25.00	25.00	0.00
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	1	0	0	0	100.00	0.00	0.00	0.00
NEW JERSEY	0	0	0	0	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	5	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	0	1	0	0	0.00	100.00	0.00	0.00
NORTH DAKOTA	0	0	4	0	0.00	0.00	100.00	0.00
OHIO	0	3	0	0	0.00	100.00	0.00	0.00
OKLAHOMA	0	3	0	7	0.00	30.00	0.00	70.00
OREGON	0	6	3	0	0.00	66.67	33.33	0.00
PENNSYLVANIA	0	1	0	0	0.00	100.00	0.00	0.00
PUERTO RICO	0	0	0	12	0.00	0.00	0.00	100.00
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	2	0	0	0.00	100.00	0.00	0.00
SOUTH DAKOTA	0	2	3	0	0.00	40.00	60.00	0.00
TENNESSEE	0	9	0	0	0.00	100.00	0.00	0.00
TEXAS	1	17	23	3	2.27	38.64	52.27	6.82
UTAH	0	1	19	0	0.00	5.00	95.00	0.00
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	2	0	1	0	66.67	0.00	33.33	0.00
WASHINGTON	0	0	0	0	-	-	-	-
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	5	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	16	161	179	30	4.15	41.71	46.37	7.77

(Continued)

Table 6C2

NUMBER AND PERCENT OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	NONCATEGORICAL NUMBER				NONCATEGORICAL PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	-	-	-	-	-	-	-	-
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	159	289	14	41	31.61	57.46	2.78	8.15
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	0	0	0	0	-	-	-	-
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	3	125	0	0	2.34	97.66	0.00	0.00
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	0	0	0	-	-	-	-
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	2	15	0	0	11.76	88.24	0.00	0.00
LOUISIANA	396	1,112	467	10	19.95	56.02	23.53	0.50
MAINE	0	0	0	0	-	-	-	-
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	0	0	0	0	-	-	-	-
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	0	0	0	0	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	0	-	-	-	-
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	0	0	0	-	-	-	-
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	0	0	0	-	-	-	-
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	0	0	0	-	-	-	-
TEXAS	0	0	0	0	-	-	-	-
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	33	317	0	62	8.01	76.94	0.00	15.05
WASHINGTON	581	1,985	769	10	17.27	59.34	22.99	0.30
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	3,847	0	0	0.00	100.00	0.00	0.00
WYOMING	2	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	1,176	7,690	1,250	123	11.49	75.10	12.21	1.20

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS — NUMBER: REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	ALL CONDITIONS — PERCENT: REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	50,432	21,822	78	561	69.19	29.94	0.10	0.77
ALASKA	9,219	1,540	97	9	84.85	14.17	0.89	0.08
ARIZONA	35,844	9,933	1,025	554	75.69	20.98	2.16	1.17
ARKANSAS	37,312	4,581	2,844	140	83.14	10.21	6.34	0.31
CALIFORNIA	231,990	92,296	3,298	0	70.77	28.23	0.99	0.00
COLORADO	30,965	7,562	957	115	78.18	19.09	2.44	0.29
CONNECTICUT	43,698	12,761	1,858	490	74.31	21.70	3.16	0.83
DELAWARE	4,398	5,404	2,144	15	36.77	45.18	17.92	0.13
DISTRICT OF COLUMBIA	3,095	1,464	987	18	55.63	26.31	17.74	0.32
FLORIDA	96,406	34,283	7,290	1,911	68.94	24.48	5.21	1.37
GEORGIA	80,487	18,857	2,036	387	79.09	18.53	2.00	0.38
HAWAII	2,324	9,414	219	0	19.44	78.73	1.83	0.00
IDAHO	10,969	4,990	413	7	66.97	30.47	2.52	0.04
ILLINOIS	137,951	58,949	17,315	864	64.14	27.41	8.05	0.40
INDIANA	62,162	24,991	2,728	45	69.13	27.79	3.03	0.05
IOWA	33,863	13,602	780	213	69.88	28.07	1.61	0.44
KANSAS	27,639	8,870	1,634	626	71.29	22.88	4.21	1.61
KENTUCKY	48,299	13,772	2,697	606	73.88	21.07	4.13	0.93
LOUISIANA	46,984	21,527	5,261	1,660	62.29	28.54	6.97	2.20
MAINE	20,813	821	815	444	90.91	3.59	3.56	1.94
MARYLAND	52,638	18,714	8,658	390	65.47	23.28	10.77	0.49
MASSACHUSETTS	93,785	18,685	4,064	983	79.81	15.90	3.46	0.84
MICHIGAN	85,112	44,701	2,053	696	64.21	33.72	1.55	0.53
MINNESOTA	55,271	7,801	3,519	290	82.64	11.66	5.26	0.43
MISSISSIPPI	37,606	7,928	388	161	81.60	17.20	0.84	0.35
MISSOURI	72,931	16,586	2,833	2,748	76.69	17.44	2.98	2.89
MONTANA	10,215	2,379	471	9	78.13	18.20	3.60	0.07
NEBRASKA	20,906	4,495	0	0	82.30	17.70	0.00	0.00
NEVADA	9,913	1,247	442	225	83.82	10.54	3.74	1.90
NEW HAMPSHIRE	9,561	2,008	726	93	77.19	16.20	5.87	0.75
NEW JERSEY	107,842	39,889	9,988	1,006	67.92	25.15	6.30	0.63
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	103,819	98,724	31,087	1,962	44.07	41.91	13.20	0.83
NORTH CAROLINA	97,428	17,796	2,892	2,740	80.61	14.72	2.39	2.27
NORTH DAKOTA	7,545	1,539	278	31	80.33	16.39	2.96	0.33
OHIO	118,174	54,852	11,050	1,584	63.65	29.54	5.95	0.85
OKLAHOMA	48,033	8,158	239	906	83.78	14.22	0.42	1.58
OREGON	36,556	3,703	769	357	88.33	8.95	1.86	0.86
PENNSYLVANIA	98,053	63,212	11,188	179	56.80	36.62	6.48	0.10
PUERTO RICO	8,045	9,242	5,370	2,092	32.51	37.34	21.70	8.45
RHODE ISLAND	13,975	3,332	541	273	77.12	18.39	2.99	1.51
SOUTH CAROLINA	49,888	11,133	2,514	156	78.33	17.48	3.95	0.25
SOUTH DAKOTA	8,285	1,078	262	34	85.77	11.16	2.72	0.35
TENNESSEE	76,309	12,930	1,075	1,529	83.09	14.08	1.17	1.66
TEXAS	205,426	33,842	10,654	2,588	81.35	13.40	4.22	1.02
UTAH	29,261	4,050	1,537	46	83.86	11.61	4.40	0.13
VERMONT	6,397	1,268	132	0	82.04	16.28	1.69	0.00
VIRGINIA	53,437	19,687	3,538	829	68.96	25.41	4.57	1.07
WASHINGTON	37,934	15,966	1,153	38	68.86	28.98	2.09	0.07
WEST VIRGINIA	29,957	5,974	1,321	767	78.79	15.71	3.47	2.02
WISCONSIN	31,901	26,728	613	355	53.53	44.85	1.03	0.60
WYOMING	6,491	977	170	0	84.98	12.79	2.23	0.00
AMERICAN SAMOA	158	0	56	0	73.83	0.00	26.17	0.00
GUAM	829	741	209	11	46.31	41.40	11.68	0.61
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3,494	536	213	0	82.35	12.63	5.02	0.00
U.S. AND TERRITORIES	2,641,406	927,363	174,443	31,747	69.97	24.57	4.62	0.84

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	LEARNING DISABLED NUMBER REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	LEARNING DISABLED PERCENT REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	19,325	482	0	42	97.36	2.43	0.00	0.21
ALASKA	6,159	571	1	0	91.50	8.48	0.01	0.00
ARIZONA	20,938	3,720	23	0	84.83	15.07	0.09	0.00
ARKANSAS	17,799	747	102	6	95.42	4.00	0.55	0.03
CALIFORNIA	136,629	52,414	958	0	71.91	27.59	0.50	0.00
COLORADO	17,436	1,215	0	5	93.46	6.51	0.00	0.03
CONNECTICUT	23,756	4,124	158	45	84.59	14.69	0.56	0.16
DELAWARE	2,074	3,347	498	1	35.03	56.54	8.41	0.02
DISTRICT OF COLUMBIA	1,570	629	211	0	65.15	26.10	8.76	0.00
FLORIDA	44,740	11,148	417	3	79.46	19.80	0.74	0.01
GEORGIA	32,062	2,663	15	11	92.26	7.66	0.04	0.03
HAWAII	393	7,548	11	0	4.94	94.92	0.14	0.00
IDAHO	6,577	1,599	0	0	80.44	19.56	0.00	0.00
ILLINOIS	65,904	20,156	700	11	75.95	23.23	0.81	0.01
INDIANA	20,929	5,577	12	0	78.92	21.03	0.05	0.00
IOWA	17,519	2,701	0	3	86.63	13.36	0.00	0.01
KANSAS	13,096	2,049	16	306	84.67	13.25	0.10	1.98
KENTUCKY	12,348	1,932	29	31	86.11	13.47	0.20	0.22
LOUISIANA	26,668	10,032	415	48	71.76	26.99	1.12	0.13
MAINE	6,770	40	1	93	98.06	0.58	0.01	1.35
MARYLAND	32,502	12,140	1,441	16	70.50	26.33	3.13	0.03
MASSACHUSETTS	33,106	6,596	1,434	347	79.81	15.90	3.46	0.84
MICHIGAN	35,954	15,288	60	32	70.04	29.78	0.12	0.06
MINNESOTA	30,821	1,569	341	27	94.09	4.79	1.04	0.08
MISSISSIPPI	14,261	1,777	18	7	88.78	11.06	0.11	0.04
MISSOURI	31,846	3,433	43	589	88.68	9.56	0.12	1.64
MONTANA	5,720	1,007	7	0	84.94	14.95	0.10	0.00
NEBRASKA	10,261	1,232	0	0	89.28	10.72	0.00	0.00
NEVADA	6,268	428	3	0	93.57	6.39	0.04	0.00
NEW HAMPSHIRE	6,757	698	258	19	87.39	9.03	3.34	0.25
NEW JERSEY	46,588	22,317	1,033	275	66.35	31.78	1.47	0.39
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	61,173	46,212	4,442	70	54.67	41.30	3.97	0.06
NORTH CAROLINA	47,342	4,930	36	208	90.15	9.39	0.07	0.40
NORTH DAKOTA	3,961	142	25	9	95.75	3.43	0.60	0.22
OHIO	58,999	10,812	293	13	84.14	15.42	0.42	0.02
OKLAHOMA	26,481	1,093	5	90	95.71	3.95	0.02	0.33
OREGON	21,266	81	0	0	99.62	0.38	0.00	0.00
PENNSYLVANIA	35,288	22,839	2,022	21	58.65	37.96	3.36	0.03
PUERTO RICO	1,590	141	0	0	91.85	8.15	0.00	0.00
RHODE ISLAND	9,406	2,140	86	6	80.82	18.39	0.74	0.05
SOUTH CAROLINA	17,740	2,294	220	1	87.58	11.33	1.09	0.00
SOUTH DAKOTA	2,946	181	17	0	93.70	5.76	0.54	0.00
TENNESSEE	37,028	3,215	2	18	91.97	7.98	0.00	0.04
TEXAS	127,668	12,886	1,317	56	89.95	9.08	0.93	0.04
UTAH	12,518	876	2	4	93.42	6.54	0.01	0.03
VERMONT	2,817	75	6	0	97.20	2.59	0.21	0.00
VIRGINIA	24,681	5,808	430	29	79.75	18.77	1.39	0.09
WASHINGTON	22,690	7,160	98	3	75.76	23.91	0.33	0.01
WEST VIRGINIA	13,242	826	42	10	93.78	5.85	0.30	0.07
WISCONSIN	18,176	7,826	0	0	69.90	30.10	0.00	0.00
WYOMING	4,118	400	21	0	90.72	8.81	0.46	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	296	213	0	0	58.15	41.85	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,310	45	0	0	98.09	1.91	0.00	0.00
U.S. AND TERRITORIES	1,296,504	328,868	17,299	2,495	78.81	19.99	1.06	0.15

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	SPEECH IMPAIRED NUMBER REGULAR CLASSES	SPEECH IMPAIRED NUMBER SEPARATE CLASSES	SPEECH IMPAIRED NUMBER SEPARATE SCHOOL	SPEECH IMPAIRED NUMBER OTHER ENVIRONMENTS	SPEECH IMPAIRED PERCENT REGULAR CLASSES	SPEECH IMPAIRED PERCENT SEPARATE CLASSES	SPEECH IMPAIRED PERCENT SEPARATE SCHOOL	SPEECH IMPAIRED PERCENT OTHER ENVIRONMENTS
ALABAMA	14,126	37	1	44	99.42	0.26	0.01	0.31
ALASKA	2,496	353	9	0	87.33	12.35	0.31	0.00
ARIZONA	9,689	185	0	0	98.13	1.87	0.00	0.00
ARKANSAS	7,879	455	141	3	92.93	5.37	1.66	0.04
CALIFORNIA	76,686	4,170	71	0	94.76	5.15	0.09	0.00
COLORADO	6,393	210	5	0	96.75	3.18	0.08	0.00
CONNECTICUT	10,976	414	39	4	96.00	3.62	0.34	0.03
DELAWARE	1,224	127	3	0	90.40	9.38	0.22	0.00
DISTRICT OF COLUMBIA	1,119	104	5	0	91.12	8.47	0.41	0.00
FLORIDA	40,086	771	44	0	98.01	1.89	0.11	0.00
GEORGIA	21,809	79	20	0	99.55	0.36	0.09	0.00
HAWAII	1,827	59	3	0	96.72	3.12	0.16	0.00
IDAHO	3,748	307	0	0	92.43	7.57	0.00	0.00
ILLINOIS	58,070	509	401	3	98.45	0.86	0.68	0.01
INDIANA	36,783	0	67	0	99.82	0.00	0.18	0.00
IOWA	11,041	92	0	13	99.06	0.83	0.00	0.12
KANSAS	11,627	0	6	0	99.95	0.00	0.05	0.00
KENTUCKY	19,038	1,856	9	7	91.05	8.88	0.04	0.03
LOUISIANA	16,612	372	47	433	95.12	2.13	0.27	2.48
MAINE	5,370	25	0	34	98.91	0.46	0.00	0.63
MARYLAND	17,252	2,619	224	0	85.85	13.03	1.11	0.00
MASSACHUSETTS	21,571	4,298	935	228	79.80	15.90	3.46	0.84
MICHIGAN	34,307	567	1	53	98.22	1.62	0.00	0.15
MINNESOTA	13,857	133	14	4	98.92	0.95	0.10	0.03
MISSISSIPPI	15,127	248	16	0	98.28	1.61	0.10	0.00
MISSOURI	26,758	1,023	65	499	94.40	3.61	0.23	1.76
MONTANA	3,513	22	0	0	99.38	0.62	0.00	0.00
NEBRASKA	7,301	0	0	0	100.00	0.00	0.00	0.00
NEVADA	2,796	94	0	0	96.75	3.25	0.00	0.00
NEW HAMPSHIRE	1,252	334	24	58	75.06	20.02	1.44	3.48
NEW JERSEY	54,679	1,091	374	2	97.39	1.94	0.67	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	30,351	3,621	734	7	87.43	10.43	2.11	0.02
NORTH CAROLINA	24,645	568	1	77	97.45	2.25	0.00	0.30
NORTH DAKOTA	2,952	26	14	12	98.27	0.87	0.47	0.40
OHIO	51,333	0	48	0	99.91	0.00	0.09	0.00
OKLAHOMA	15,476	123	3	399	96.72	0.77	0.02	2.49
OREGON	10,490	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	52,344	3,947	41	20	92.89	7.00	0.07	0.04
PUERTO RICO	80	183	177	21	17.35	39.70	38.39	4.56
RHODE ISLAND	3,549	47	4	1	98.56	1.31	0.11	0.03
SOUTH CAROLINA	15,726	43	20	0	99.60	0.27	0.13	0.00
SOUTH DAKOTA	4,256	76	6	0	98.11	1.75	0.14	0.00
TENNESSEE	25,722	147	2	8	99.39	0.57	0.01	0.03
TEXAS	52,106	551	30	5	98.89	1.05	0.06	0.01
UTAH	7,268	48	7	0	99.25	0.66	0.10	0.00
VERMONT	1,948	11	0	0	99.44	0.56	0.00	0.00
VIRGINIA	22,405	21	1	7	99.87	0.09	0.00	0.03
WASHINGTON	9,889	422	1	0	95.90	4.09	0.01	0.00
WEST VIRGINIA	10,933	1	23	0	99.78	0.01	0.21	0.00
WISCONSIN	11,819	0	0	0	100.00	0.00	0.00	0.00
WYOMING	1,246	20	15	0	97.27	1.56	1.17	0.00
AMERICAN SAMOA	48	0	0	0	100.00	0.00	0.00	0.00
GUAM	166	16	1	0	90.71	8.74	0.55	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	807	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	910,555	30,425	3,649	1,940	96.20	3.21	0.39	0.20

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	MENTALLY RETARDED NUMBER				MENTALLY RETARDED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	11,558	19,331	10	119	37.26	62.32	0.03	0.38
ALASKA	168	258	10	1	38.44	59.04	2.29	0.23
ARIZONA	1,456	3,386	124	0	29.32	68.18	2.50	0.00
ARKANSAS	10,772	2,943	1,371	3	71.39	19.50	9.09	0.02
CALIFORNIA	672	18,579	209	0	3.45	95.47	1.07	0.00
COLORADO	965	2,557	650	0	23.13	61.29	15.58	0.00
CONNECTICUT	810	3,411	246	42	17.96	75.65	5.46	0.93
DELAWARE	196	768	576	1	12.72	49.84	37.38	0.06
DISTRICT OF COLUMBIA	119	444	331	0	13.31	49.66	37.02	0.00
FLORIDA	1,806	14,851	.4,127	51	8.67	71.28	19.81	0.24
GEORGIA	12,137	12,247	752	61	48.17	48.60	2.98	0.24
HAWAII	22	1,097	47	0	1.89	94.08	4.03	0.00
IDAHO	137	2,572	42	0	4.98	93.49	1.53	0.00
ILLINOIS	2,963	26,137	5,671	2	8.52	75.16	16.31	0.01
INDIANA	2,926	16,807	1,424	0	13.83	79.44	6.73	0.00
IOWA	2,553	7,204	263	9	25.46	71.83	2.62	0.09
KANSAS	769	4,712	255	5	13.39	82.08	4.44	0.09
KENTUCKY	8,793	7,256	764	63	52.10	43.00	4.53	0.37
LOUISIANA	1,980	7,140	2,903	248	16.14	58.19	23.66	2.02
MAINE	4,261	312	390	70	84.66	6.20	7.75	1.39
MARYLAND	976	2,663	2,444	6	16.03	43.73	40.14	0.10
MASSACHUSETTS	19,882	3,961	882	208	79.81	15.90	3.46	0.83
MICHIGAN	2,720	16,720	369	51	13.70	84.19	1.86	0.26
MINNESOTA	5,529	4,682	1,109	31	48.71	41.25	9.77	0.27
MISSISSIPPI	7,625	5,486	251	90	56.68	40.78	1.87	0.67
MISSOURI	4,644	9,081	2,154	357	28.60	55.93	13.27	2.20
MONTANA	302	922	25	0	24.18	73.82	2.00	0.00
NEBRASKA	2,769	1,418	0	0	66.13	33.87	0.00	0.00
NEVADA	121	452	236	1	14.94	55.80	29.14	0.12
NEW HAMPSHIRE	486	409	194	5	44.42	37.39	17.73	0.46
NEW JERSEY	761	6,822	2,290	50	7.67	68.75	23.08	0.50
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	2,218	18,366	9,027	55	7.48	61.91	30.43	0.19
NORTH CAROLINA	19,596	8,754	1,024	261	66.12	29.54	3.46	0.88
NORTH DAKOTA	193	1,278	97	4	12.28	81.30	6.17	0.25
OHIO	5,866	37,122	6,971	19	11.74	74.28	13.95	0.04
OKLAHOMA	4,889	5,788	37	104	45.19	53.50	0.34	0.96
OREGON	1,054	2,252	321	0	29.06	62.09	8.85	0.00
PENNSYLVANIA	3,921	27,712	4,101	95	10.94	77.35	11.45	0.27
PUERTO RICO	5,816	7,206	2,755	301	36.17	44.82	17.14	1.87
RHODE ISLAND	151	713	129	2	15.18	71.66	12.96	0.20
SOUTH CAROLINA	11,327	6,754	1,448	55	57.84	34.49	7.39	0.28
SOUTH DAKOTA	546	540	69	1	47.23	46.71	5.97	0.09
TENNESSEE	10,155	6,873	314	36	58.44	39.55	1.81	0.21
TEXAS	8,640	10,500	4,833	183	35.77	43.47	20.01	0.76
UTAH	711	1,494	168	1	29.95	62.93	7.08	0.04
VERMONT	1,179	961	10	0	54.84	44.70	0.47	0.00
VIRGINIA	2,548	9,544	917	51	19.51	73.08	7.02	0.39
WASHINGTON	2,032	4,645	514	3	28.25	64.57	7.14	0.04
WEST VIRGINIA	4,594	4,361	817	8	46.97	44.59	8.35	0.08
WISCONSIN	83	9,807	243	0	0.82	96.78	2.40	0.00
WYOMING	295	333	67	0	42.45	47.91	9.64	0.00
AMERICAN SAMOA	110	0	35	0	75.86	0.00	24.14	0.00
GUAM	312	428	83	0	37.91	52.00	10.09	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	126	360	137	0	20.22	57.78	21.99	0.00
U.S. AND TERRITORIES	197,240	370,419	64,216	2,663	31.08	58.38	10.12	0.42

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	4,665	835	50	20	83.75	14.99	0.90	0.36
ALASKA	126	156	34	6	39.13	48.45	10.56	1.86
ARIZONA	2,677	2,069	311	0	52.97	40.88	6.15	0.00
ARKANSAS	212	215	134	7	37.32	37.85	23.59	1.23
CALIFORNIA	890	5,658	1,767	0	10.70	68.05	21.25	0.00
COLORADO	4,737	2,356	73	63	65.53	32.59	1.01	0.87
CONNECTICUT	6,654	3,881	971	278	56.47	32.93	8.24	2.36
DELAWARE	809	1,106	630	7	31.70	43.34	24.69	0.27
DISTRICT OF COLUMBIA	224	228	192	0	34.78	35.40	29.81	0.00
FLORIDA	8,712	5,185	1,569	622	54.15	32.23	9.75	3.87
GEORGIA	12,800	2,978	593	32	78.03	18.16	3.62	0.20
HAWAII	34	342	34	0	8.29	83.41	8.29	0.00
IDAHO	314	154	15	0	65.01	31.88	3.11	0.00
ILLINOIS	8,002	8,743	7,994	20	32.32	35.31	32.29	0.08
INDIANA	827	1,460	181	45	32.91	58.10	7.20	1.79
IOWA	1,897	2,516	137	63	41.12	54.54	2.97	1.37
KANSAS	1,539	1,611	760	83	38.54	40.35	19.03	2.08
KENTUCKY	746	609	700	125	34.22	27.94	32.11	5.73
LOUISIANA	645	2,520	770	106	15.96	62.36	19.05	2.62
MAINE	3,320	161	200	60	88.75	4.30	5.35	1.60
MARYLAND	521	708	1,942	89	15.98	21.72	59.57	2.73
MASSACHUSETTS	12,849	2,560	557	134	79.81	15.90	3.46	0.83
MICHIGAN	9,346	7,971	1,291	190	49.72	42.40	6.87	1.01
MINNESOTA	2,606	969	1,585	171	48.88	18.18	29.73	3.21
MISSISSIPPI	237	131	32	4	58.66	32.43	7.92	0.99
MISSOURI	6,670	2,302	224	637	67.83	23.41	2.28	6.48
MONTANA	359	183	118	1	54.31	27.69	17.85	0.15
NEBRASKA	338	1,351	0	0	20.01	79.99	0.00	0.00
NEVADA	400	199	26	14	62.60	31.14	4.07	2.19
NEW HAMPSHIRE	606	357	160	4	53.77	31.68	14.20	0.35
NEW JERSEY	3,743	6,606	3,451	276	26.58	46.94	24.52	1.96
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	5,996	23,768	9,273	1,520	14.78	58.60	22.86	3.75
NORTH CAROLINA	3,146	2,241	432	1,071	45.66	32.53	6.27	15.54
NORTH DAKOTA	194	52	31	3	69.29	18.57	11.07	1.07
OHIO	502	2,488	2,629	210	8.61	42.68	45.10	3.60
OKLAHOMA	189	552	71	119	20.30	59.29	7.63	12.78
OREGON	1,334	756	9	279	56.10	31.79	0.38	11.73
PENNSYLVANIA	3,616	7,318	3,185	24	25.57	51.74	22.52	0.17
PUERTO RICO	196	450	0	22	29.34	67.37	0.00	3.29
RHODE ISLAND	599	353	178	14	52.36	30.86	15.56	1.22
SOUTH CAROLINA	3,794	1,439	236	56	68.67	26.05	4.27	1.01
SOUTH DAKOTA	109	120	31	5	41.13	45.28	11.70	1.89
TENNESSEE	1,223	885	316	88	48.69	35.23	12.58	3.50
TEXAS	8,536	4,525	2,208	757	53.26	28.24	13.78	4.72
UTAH	8,251	1,290	541	14	81.73	12.78	5.36	0.14
VERMONT	249	49	39	0	73.89	14.54	11.57	0.00
VIRGINIA	1,567	2,762	1,044	340	27.43	48.35	18.27	5.95
WASHINGTON	1,747	1,562	271	3	48.76	43.59	7.56	0.08
WEST VIRGINIA	660	498	148	21	49.74	37.53	11.15	1.58
WISCONSIN	1,605	7,350	0	0	17.92	82.08	0.00	0.00
WYOMING	350	155	50	0	63.06	27.93	9.01	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	8	24	30	0	12.90	38.71	48.39	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	96	87	40	0	43.05	39.01	17.94	0.00
U.S. AND TERRITORIES	141,471	124,844	47,283	7,603	44.04	38.87	14.72	2.37

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	HARD OF HEARING & DEAF NUMBER				HARD OF HEARING & DEAF PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	295	275	8	5	50.60	47.17	1.37	0.86
ALASKA	114	80	3	0	57.87	40.61	1.52	0.00
ARIZONA	402	80	318	0	50.25	10.00	39.75	0.00
ARKANSAS	293	51	301	20	44.06	7.67	45.26	3.01
CALIFORNIA	1,323	3,550	22	0	27.03	72.52	0.45	0.00
COLORADO	485	206	94	0	61.78	26.24	11.97	0.00
CONNECTICUT	429	222	138	5	54.03	27.96	17.38	0.63
DELAWARE	33	33	234	0	11.00	11.00	78.00	0.00
DISTRICT OF COLUMBIA	51	6	9	7	69.86	8.22	12.33	9.59
FLORIDA	80	1,007	551	0	4.88	61.48	33.64	0.00
GEORGIA	616	372	516	0	40.95	24.72	34.33	0.00
HAWAII	16	129	26	0	9.36	75.44	15.20	0.00
IDAHO	28	212	156	0	7.07	53.54	39.39	0.00
ILLINOIS	1,219	1,645	434	1	36.95	49.86	13.16	0.03
INDIANA	276	415	348	0	26.56	39.94	33.49	0.00
IOWA	356	270	282	0	39.21	29.74	31.06	0.00
KANSAS	270	112	243	6	42.79	17.75	38.51	0.95
KENTUCKY	214	177	570	6	22.13	18.30	58.95	0.62
LOUISIANA	323	431	406	35	27.03	36.07	33.97	2.93
MAINE	260	29	93	18	65.00	7.25	23.25	4.50
MARYLAND	582	178	391	0	50.56	15.46	33.97	0.00
MASSACHUSETTS	1,312	261	57	14	79.81	15.88	3.47	0.85
MICHIGAN	934	1,365	129	7	38.36	56.06	5.30	0.29
MINNESOTA	872	231	262	1	63.84	16.91	19.18	0.07
MISSISSIPPI	156	113	33	1	51.49	37.29	10.89	0.33
MISSOURI	818	254	176	135	59.15	18.37	12.73	9.76
MONTANA	65	35	127	0	28.63	15.42	55.95	0.00
NEBRASKA	38	206	0	0	15.57	84.43	0.00	0.00
NEVADA	75	63	4	0	52.82	44.37	2.82	0.00
NEW HAMPSHIRE	134	64	20	0	61.47	29.36	9.17	0.00
NEW JERSEY	397	626	724	8	22.62	35.67	41.25	0.46
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,064	943	1,922	2	27.07	23.99	48.89	0.05
NORTH CAROLINA	1,104	233	636	11	55.65	11.74	32.06	0.55
NORTH DAKOTA	116	28	59	0	57.14	13.79	29.06	0.00
OHIO	570	1,192	257	12	28.06	58.69	12.65	0.59
OKLAHOMA	197	214	9	8	46.03	50.00	2.10	1.87
OREGON	776	260	289	0	58.57	19.62	21.81	0.00
PENNSYLVANIA	1,786	740	926	4	51.68	21.41	26.79	0.12
PUERTO RICO	68	703	563	9	5.06	52.34	41.92	0.67
RHODE ISLAND	65	14	80	1	40.62	8.75	50.00	0.63
SOUTH CAROLINA	544	222	263	8	52.46	21.41	25.36	0.77
SOUTH DAKOTA	250	8	26	0	88.03	2.82	9.15	0.00
TENNESSEE	1,141	434	271	3	61.71	23.47	14.66	0.16
TEXAS	1,064	1,393	605	4	34.70	45.43	19.73	0.13
UTAH	221	38	1	0	85.00	14.62	0.38	0.00
VERMONT	31	58	63	0	20.39	38.16	41.45	0.00
VIRGINIA	505	377	358	12	40.34	30.11	28.59	0.96
WASHINGTON	427	641	16	0	39.39	59.13	1.48	0.00
WEST VIRGINIA	166	104	111	4	43.12	27.01	28.83	1.04
WISCONSIN	137	548	259	0	14.51	58.05	27.44	0.00
WYOMING	49	9	1	0	83.05	15.25	1.69	0.00
AMERICAN SAMOA	0	0	8	0	0.00	0.00	100.00	0.00
GUAM	26	48	0	0	35.14	64.86	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	21	2	8	0	67.74	6.45	25.81	0.00
U.S. AND TERRITORIES	22,796	20,910	13,410	347	39.67	36.39	23.34	0.60

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	MULTIHANDICAPPED NUMBER				MULTIHANDICAPPED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	27	638	2	48	3.78	89.23	0.28	6.71
ALASKA	24	57	20	2	23.30	55.34	19.42	1.94
ARIZONA	96	355	158	0	15.78	58.29	25.94	0.00
ARKANSAS	115	85	430	19	17.72	13.10	66.26	2.93
CALIFORNIA	129	3,054	159	0	3.86	91.38	4.76	0.00
COLORADO	347	847	76	7	27.17	66.33	5.95	0.55
CONNECTICUT	2	246	133	17	0.50	61.81	33.42	4.27
DELAWARE	1	1	17	1	5.00	5.00	85.00	5.00
DISTRICT OF COLUMBIA	0	3	92	11	0.00	2.83	86.79	10.38
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	29	112	57	1	14.57	56.28	28.64	0.50
HAWAII	0	101	22	0	0.00	82.11	17.89	0.00
IDAHO	0	17	106	0	0.00	13.82	86.18	0.00
ILLINOIS	38	268	243	7	6.83	48.20	43.71	1.26
INDIANA	0	467	408	0	0.00	53.37	46.63	0.00
IOWA	0	460	51	87	0.00	76.92	8.53	14.55
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	62	414	243	45	8.12	54.19	31.81	5.89
LOUISIANA	36	200	328	5	6.33	35.15	57.64	0.88
MAINE	477	171	60	27	64.90	23.27	8.16	3.67
MARYLAND	169	261	1,759	12	7.68	11.86	79.92	0.55
MASSACHUSETTS	2,063	411	89	22	79.81	15.90	3.44	0.85
MICHIGAN	0	802	173	35	0.00	79.41	17.13	3.47
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	26	93	23	12	16.88	60.39	14.94	7.79
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	49	164	38	0	19.52	65.34	15.14	0.00
NEBRASKA	0	149	0	0	0.00	100.00	0.00	0.00
NEVADA	33	10	128	3	18.97	5.75	73.56	1.72
NEW HAMPSHIRE	55	48	43	2	37.16	32.43	29.05	1.35
NEW JERSEY	554	1,586	809	41	18.53	53.04	27.06	1.37
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	272	1,697	3,099	45	5.32	33.19	60.61	0.88
NORTH CAROLINA	180	395	427	140	15.76	34.59	37.39	12.26
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	72	1,816	355	19	3.18	80.28	15.69	0.84
OKLAHOMA	61	279	78	133	11.07	50.64	14.16	24.14
OREGON	253	135	17	4	61.86	33.01	4.16	0.98
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	76	180	0	1,533	4.25	10.06	0.00	85.69
RHODE ISLAND	7	7	26	0	17.50	17.50	65.00	0.00
SOUTH CAROLINA	4	88	157	6	1.57	34.51	61.57	2.35
SOUTH DAKOTA	103	132	56	5	34.80	44.59	18.92	1.69
TENNESSEE	126	1,006	56	34	10.31	82.32	4.58	2.78
TEXAS	2,783	2,054	1,095	83	46.27	34.15	18.20	1.38
UTAH	11	179	773	7	1.13	18.45	79.69	0.72
VERMONT	19	93	2	0	16.67	81.58	1.75	0.00
VIRGINIA	152	716	554	161	9.60	45.23	35.00	10.17
WASHINGTON	77	647	183	7	8.42	70.79	20.02	0.77
WEST VIRGINIA	11	64	41	1	9.40	54.70	35.04	0.85
WISCONSIN	0	320	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	0	0	8	0	0.00	0.00	100.00	0.00
GUAM	0	0	76	6	0.00	0.00	92.68	7.32
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	91	42	28	0	56.52	26.09	17.39	0.00
U.S. AND TERRITORIES	8,633	20,872	12,697	2,588	19.27	46.60	28.35	5.78

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	156	120	1	47	48.15	37.04	0.31	14.51
ALASKA	87	48	1	0	63.97	35.29	0.74	0.00
ARIZONA	390	124	23	0	72.63	23.09	4.28	0.00
ARKANSAS	72	61	183	23	21.24	17.99	53.98	6.78
CALIFORNIA	2,570	2,801	8	0	47.78	52.07	0.15	0.00
COLORADO	370	150	9	40	65.03	26.36	1.58	7.03
CONNECTICUT	167	91	24	12	56.80	30.95	8.16	4.08
DELAWARE	41	4	150	0	21.03	2.05	76.92	0.00
DISTRICT OF COLUMBIA	7	1	51	0	11.86	1.69	86.44	0.00
FLORIDA	349	1,005	286	4	21.23	61.13	17.40	0.24
GEORGIA	331	372	12	24	44.79	50.34	1.62	3.25
HAWAII	17	100	30	0	11.56	68.03	20.41	0.00
IDAHO	107	49	0	0	68.59	31.41	0.00	0.00
ILLINOIS	457	853	1,522	501	13.71	25.59	45.66	15.03
INDIANA	147	237	83	0	31.48	50.75	17.77	0.00
IOWA	368	169	5	38	63.45	29.14	0.86	6.55
KANSAS	155	158	14	221	28.28	28.83	2.55	40.33
KENTUCKY	224	155	44	130	40.51	28.03	7.96	23.51
LOUISIANA	129	182	197	20	24.43	34.47	37.31	3.79
MAINE	159	25	17	57	61.63	9.69	6.59	22.09
MARYLAND	200	72	213	84	35.15	12.65	37.43	14.76
MASSACHUSETTS	1,032	205	45	11	79.81	15.85	3.48	0.85
MICHIGAN	1,426	1,683	9	326	41.41	48.87	0.26	9.47
MINNESOTA	699	142	96	12	73.66	14.96	10.12	1.26
MISSISSIPPI	96	60	2	45	47.29	29.56	0.99	22.17
MISSOURI	390	402	27	77	43.53	44.87	3.01	8.59
MONTANA	74	14	0	4	80.43	15.22	0.00	4.35
NEBRASKA	130	134	0	0	49.24	50.76	0.00	0.00
NEVADA	177	0	45	0	79.73	0.00	20.27	0.00
NEW HAMPSHIRE	67	26	7	3	65.05	25.24	6.80	2.91
NEW JERSEY	344	296	354	19	33.96	29.22	34.95	1.88
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	678	1,118	1,113	85	22.65	37.34	37.17	2.84
NORTH CAROLINA	437	342	75	134	44.23	34.62	7.59	13.56
NORTH DAKOTA	39	8	23	0	55.71	11.43	32.86	0.00
OHIO	425	1,041	362	1,308	13.55	33.20	11.54	41.71
OKLAHOMA	132	76	23	12	54.32	31.28	9.47	4.94
OREGON	662	126	79	28	73.97	14.08	8.83	3.13
PENNSYLVANIA	196	447	595	13	15.67	35.73	47.56	1.04
PUERTO RICO	123	143	5	54	37.85	44.00	1.54	16.62
RHODE ISLAND	126	39	23	9	63.96	19.80	11.68	4.57
SOUTH CAROLINA	356	198	94	25	52.90	29.42	13.97	3.71
SOUTH DAKOTA	28	11	34	4	36.36	14.29	44.16	5.19
TENNESSEE	340	268	2	195	42.24	33.29	0.25	24.22
TEXAS	1,210	719	263	455	45.71	27.16	9.94	17.19
UTAH	85	75	1	3	51.83	45.73	0.61	1.83
VERMONT	61	6	3	0	87.14	8.57	4.29	0.00
VIRGINIA	221	192	55	46	43.00	37.35	10.70	8.95
WASHINGTON	409	214	19	6	63.12	33.02	2.93	0.93
WEST VIRGINIA	134	84	36	10	50.76	31.82	13.64	3.79
WISCONSIN	0	681	0	0	0.00	100.00	0.00	0.00
WYOMING	63	6	5	0	85.14	8.11	6.76	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	10	2	0	0	83.33	16.67	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	14	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	16,687	15,535	6,269	4,085	39.19	36.49	14.72	9.59

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	79	39	3	234	22.25	10.99	0.85	65.92
ALASKA	19	4	12	0	54.29	11.43	34.29	0.00
ARIZONA	0	0	0	554	0.00	0.00	0.00	100.00
ARKANSAS	55	8	62	51	31.25	4.55	35.23	28.98
CALIFORNIA	11,581	1,303	56	0	89.50	10.07	0.43	0.00
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	345	212	90	80	47.46	29.16	12.38	11.00
DELAWARE	8	15	1	5	27.59	51.72	3.45	17.24
DISTRICT OF COLUMBIA	4	3	68	0	5.33	4.00	90.67	0.00
FLORIDA	250	144	114	1,229	14.39	8.29	6.56	70.75
GEORGIA	256	21	1	257	47.85	3.93	0.19	48.04
HAWAII	0	0	36	0	0.00	0.00	100.00	0.00
IDAHO	19	67	0	7	20.43	72.04	0.00	7.53
ILLINOIS	648	219	165	319	47.96	16.21	12.21	23.61
INDIANA	0	0	20	0	0.00	0.00	100.00	0.00
IOWA	0	152	3	0	0.00	98.06	1.94	0.00
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	71	54	131	197	15.67	11.92	28.92	43.49
LOUISIANA	210	224	114	760	16.06	17.13	8.72	58.10
MAINE	100	22	39	56	46.08	10.14	17.97	25.81
MARYLAND	151	49	74	179	33.33	10.82	16.34	39.51
MASSACHUSETTS	1,313	262	57	14	79.77	15.92	3.46	0.85
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	605	59	64	43	78.47	7.65	8.30	5.58
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	703	33	22	401	60.66	2.85	1.90	34.60
MONTANA	93	19	0	4	80.17	16.38	0.00	3.45
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	3	0	0	204	1.45	0.00	0.00	98.55
NEW HAMPSHIRE	113	52	16	2	61.75	28.42	8.74	1.09
NEW JERSEY	408	446	26	332	33.66	36.80	2.15	27.39
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,047	2,634	990	174	21.61	54.37	20.43	3.59
NORTH CAROLINA	543	310	37	834	31.50	17.98	2.15	48.38
NORTH DAKOTA	55	2	2	3	88.71	3.23	3.23	4.84
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	480	5	9	36	90.57	0.94	1.70	6.79
OREGON	301	49	2	46	75.63	12.31	0.50	11.56
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	21	155	712	137	2.05	15.12	69.46	13.37
RHODE ISLAND	33	10	4	238	11.58	3.51	1.40	83.51
SOUTH CAROLINA	38	41	5	3	43.68	47.13	5.75	3.45
SOUTH DAKOTA	7	1	1	19	25.00	3.57	3.57	67.86
TENNESSEE	97	49	7	1,143	7.48	3.78	0.54	88.19
TEXAS	2,385	964	195	1,036	52.07	21.05	4.26	22.62
UTAH	89	47	22	17	50.86	26.86	12.57	9.71
VERMONT	76	13	3	0	82.61	14.13	3.26	0.00
VIRGINIA	152	134	76	130	30.89	27.24	15.45	26.42
WASHINGTON	661	611	41	16	49.74	45.97	3.09	1.20
WEST VIRGINIA	21	21	40	713	2.64	2.64	5.03	89.69
WISCONSIN	0	0	0	395	0.00	0.00	0.00	100.00
WYOMING	67	13	3	0	80.72	15.66	3.61	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	0	1	2	5	0.00	12.50	25.00	62.50
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	19	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	23,128	8,467	3,326	9,833	51.68	18.92	7.43	21.97

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	186	50	0	2	78.15	21.01	0.00	0.84
ALASKA	26	9	0	0	74.29	25.71	0.00	0.00
ARIZONA	196	17	68	0	69.75	6.05	24.20	0.00
ARKANSAS	115	9	109	8	47.72	3.73	45.23	3.32
CALIFORNIA	1,105	739	5	0	59.76	39.97	0.27	0.00
COLORADO	230	18	26	0	83.94	6.57	9.49	0.00
CONNECTICUT	279	63	48	3	70.99	16.03	12.21	0.76
DELAWARE	13	3	6	0	59.09	13.64	27.27	0.00
DISTRICT OF COLUMBIA	1	46	2	0	2.04	93.88	4.08	0.00
FLORIDA	432	123	121	0	63.91	18.20	17.90	0.00
GEORGIA	445	7	67	1	85.58	1.35	12.88	0.19
HAWAII	14	20	4	0	36.84	52.63	10.53	0.00
IDAHO	39	13	90	0	27.46	9.15	63.38	0.00
ILLINOIS	643	409	139	0	53.99	34.34	11.67	0.00
INDIANA	274	28	167	0	58.42	5.97	35.61	0.00
IOWA	129	29	39	0	65.48	14.72	19.80	0.00
KANSAS	172	6	53	0	74.46	2.60	22.94	0.00
KENTUCKY	229	47	158	3	52.40	10.76	36.16	0.69
LOUISIANA	222	120	64	1	54.55	29.48	15.72	0.25
MAINE	93	29	15	29	56.02	17.47	9.04	17.47
MARYLAND	284	24	154	4	60.94	5.15	33.05	0.86
MASSACHUSETTS	563	112	24	6	79.86	15.89	3.40	0.85
MICHIGAN	425	309	21	2	56.14	40.82	2.77	0.26
MINNESOTA	277	15	29	0	86.29	4.67	9.03	0.00
MISSISSIPPI	76	13	11	1	75.25	12.87	10.89	0.99
MISSOURI	1,102	58	122	53	82.55	4.34	9.14	3.97
MONTANA	34	11	131	0	19.32	6.25	74.43	0.00
NEBRASKA	69	5	0	0	93.24	6.76	0.00	0.00
NEVADA	41	1	0	3	91.11	2.22	0.00	6.67
NEW HAMPSHIRE	71	12	3	0	82.56	13.95	3.49	0.00
NEW JERSEY	169	67	909	2	14.73	5.84	79.25	0.17
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,020	367	342	4	58.86	21.18	19.73	0.23
NORTH CAROLINA	430	22	171	4	68.58	3.51	27.27	0.64
NORTH DAKOTA	33	2	21	0	58.93	3.57	37.50	0.00
OHIO	403	349	132	3	45.43	39.35	14.88	0.34
OKLAHOMA	122	20	3	4	81.88	13.42	2.01	2.68
OREGON	420	36	41	0	84.51	7.24	8.25	0.00
PENNSYLVANIA	899	207	318	2	63.04	14.52	22.30	0.14
PUERTO RICO	75	40	1,156	15	5.83	3.11	89.89	1.17
RHODE ISLAND	36	8	7	1	69.23	15.38	13.46	1.92
SOUTH CAROLINA	326	38	67	2	75.29	8.78	15.47	0.46
SOUTH DAKOTA	22	3	14	0	56.41	7.69	35.90	0.00
TENNESSEE	477	51	95	4	76.08	8.13	15.15	0.64
TEXAS	1,008	217	40	9	79.12	17.03	3.14	0.71
UTAH	106	2	1	0	97.25	1.83	0.92	0.00
VERMONT	17	0	6	0	73.91	0.00	26.09	0.00
VIRGINIA	1,203	30	95	42	87.81	2.19	6.93	3.07
WASHINGTON	32	63	6	0	31.68	62.38	5.94	0.00
WEST VIRGINIA	194	15	63	0	71.32	5.51	23.16	0.00
WISCONSIN	81	178	111	0	21.89	48.11	30.00	0.00
WYOMING	27	2	0	0	93.10	6.90	0.00	0.00
AMERICAN SAMOA	0	0	1	0	0.00	0.00	100.00	0.00
GUAM	11	9	4	0	45.83	37.50	16.67	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	10	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	14,906	4,071	5,279	208	60.93	16.64	21.58	0.85

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	DEAF-BLIND NUMBER				DEAF-BLIND PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	6	15	1	0	27.27	68.18	4.55	0.00
ALASKA	0	4	7	0	0.00	36.36	63.64	0.00
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	7	11	0	0.00	38.89	61.11	0.00
CALIFORNIA	25	127	0	0	16.45	83.55	0.00	0.00
COLORADO	0	3	34	0	0.00	8.11	91.89	0.00
CONNECTICUT	1	1	4	0	16.67	16.67	66.67	0.00
DELAWARE	0	0	29	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	0	26	0	0.00	0.00	100.00	0.00
FLORIDA	1	19	61	2	1.20	22.89	73.49	2.41
GEORGIA	0	5	0	0	0.00	100.00	0.00	0.00
HAWAII	0	3	6	0	0.00	33.33	66.67	0.00
IDAHO	0	0	4	0	0.00	0.00	100.00	0.00
ILLINOIS	7	10	46	0	11.11	15.87	73.02	0.00
INDIANA	0	0	18	0	0.00	0.00	100.00	0.00
IOWA	0	9	0	0	0.00	100.00	0.00	0.00
KANSAS	9	222	287	5	1.72	42.45	54.88	0.96
KENTUCKY	7	1	38	1	14.89	2.13	80.85	2.13
LOUISIANA	0	6	13	4	0.00	26.09	56.52	17.39
MAINE	3	7	0	0	30.00	70.00	0.00	0.00
MARYLAND	1	0	17	0	5.56	0.00	94.44	0.00
MASSACHUSETTS	94	19	4	1	79.66	16.10	3.39	0.85
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	5	1	19	1	19.23	3.85	73.08	3.85
MISSISSIPPI	1	7	2	1	9.09	63.64	18.18	9.09
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	6	2	25	0	18.18	6.06	75.76	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	2	0	0	0.00	100.00	0.00	0.00
NEW JERSEY	0	0	18	1	0.00	0.00	94.74	5.26
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	145	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	5	1	54	0	8.33	1.67	90.00	0.00
NORTH DAKOTA	0	1	6	0	0.00	14.29	85.71	0.00
OHIO	4	32	6	0	9.52	76.19	14.29	0.00
OKLAHOMA	6	5	1	3	40.00	33.33	6.67	20.00
OREGON	2	8	11	0	9.52	38.10	52.38	0.00
PENNSYLVANIA	6	4	0	0	60.00	40.00	0.00	0.00
PUERTO RICO	0	39	0	0	0.00	100.00	0.00	0.00
RHODE ISLAND	1	1	4	1	14.29	14.29	57.14	14.29
SOUTH CAROLINA	0	6	4	0	0.00	60.00	40.00	0.00
SOUTH DAKOTA	2	4	8	0	14.29	28.57	57.14	0.00
TENNESSEE	0	2	10	0	0.00	16.67	83.33	0.00
TEXAS	3	21	67	0	3.30	23.08	73.63	0.00
UTAH	1	1	21	0	4.35	4.35	91.30	0.00
VERMONT	0	2	0	0	0.00	100.00	0.00	0.00
VIRGINIA	0	12	8	2	0.00	54.55	36.36	9.09
WASHINGTON	1	11	4	0	6.25	68.75	25.00	0.00
WEST VIRGINIA	2	0	0	0	100.00	0.00	0.00	0.00
WISCONSIN	0	18	0	0	0.00	100.00	0.00	0.00
WYOMING	2	1	3	0	33.33	16.67	50.00	0.00
AMERICAN SAMOA	0	0	3	0	0.00	0.00	100.00	0.00
GUAM	0	0	13	0	0.00	0.00	100.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	201	639	1,038	22	10.58	33.63	54.63	1.16

(Continued)

Table 6C3

NUMBER AND PERCENT OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	NONCATEGORICAL NUMBER REGULAR CLASSES				NONCATEGORICAL PERCENT REGULAR CLASSES			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	-	-	-	-	-	-	-	-
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	279	96	7	4	72.28	24.87	1.81	1.04
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	0	0	0	0	-	-	-	-
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	1	15	0	0	6.25	93.75	0.00	0.00
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	0	0	0	-	-	-	-
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	6,567	1,271	11	0	83.67	16.19	0.14	0.00
LOUISIANA	159	300	4	0	34.34	64.79	0.86	0.00
MAINE	0	0	0	0	-	-	-	-
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	0	0	0	0	-	-	-	-
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	0	0	0	0	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	0	-	-	-	-
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	0	0	0	-	-	-	-
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	0	0	0	-	-	-	-
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	0	0	0	-	-	-	-
TEXAS	0	0	0	0	-	-	-	-
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	3	91	0	9	2.91	88.35	0.00	8.74
WASHINGTON	0	2	0	0	0.00	100.00	0.00	0.00
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	0	0	0	-	-	-	-
WYOMING	274	38	5	0	86.44	11.99	1.58	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	7,283	1,813	27	13	79.72	19.84	0.30	0.14

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS NUMBER				ALL CONDITIONS PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	2,843	2,307	4	83	54.29	44.05	0.08	1.58
ALASKA	304	69	4	1	80.42	18.25	1.06	0.26
ARIZONA	1,252	836	169	106	53.21	35.10	7.18	4.90
ARKANSAS	1,073	298	145	5	70.55	19.59	9.53	0.33
CALIFORNIA	6,210	9,094	459	0	39.40	57.69	2.91	0.00
COLORADO	936	888	386	5	42.28	40.09	17.43	0.23
CONNECTICUT	2,100	1,363	313	71	54.59	35.43	8.14	1.85
DELAWARE	231	214	296	1	31.13	28.84	39.89	0.13
DISTRICT OF COLUMBIA	161	47	321	2	30.32	8.85	60.45	0.38
FLORIDA	1,948	2,164	1,757	707	29.62	32.91	26.72	10.75
GEORGIA	1,990	1,215	534	9	53.09	32.42	14.25	0.24
HAWAII	28	319	72	0	6.68	76.13	17.18	0.00
IDAHO	0	0	133	564	0.00	0.00	19.08	80.92
ILLINOIS	9,469	8,558	6,346	214	38.51	34.81	25.81	0.87
INDIANA	1,133	1,173	1,094	119	32.20	33.33	31.09	3.38
IOWA	1,296	1,546	0	11	45.43	54.19	0.00	0.39
KANSAS	746	773	321	33	39.83	41.27	17.14	1.76
KENTUCKY	3,106	807	943	88	62.82	16.32	19.07	1.78
LOUISIANA	1,254	1,322	1,446	74	30.62	32.28	35.30	1.81
MAINE	654	250	120	196	53.61	20.49	9.84	16.07
MARYLAND	1,601	1,119	2,227	56	32.01	22.36	44.50	1.12
MASSACHUSETTS	3,403	2,572	1,394	377	43.93	33.20	18.00	4.87
MICHIGAN	3,136	5,419	704	128	33.41	57.73	7.50	1.36
MINNESOTA	1,678	860	751	21	50.69	25.98	22.69	0.63
MISSISSIPPI	1,726	548	71	19	73.01	23.18	3.00	0.80
MISSOURI	6,123	3,229	713	384	58.60	30.90	6.82	3.68
MONTANA	303	217	0	0	58.27	41.73	0.00	0.00
NEBRASKA	959	442	0	0	68.45	31.55	0.00	0.00
NEVADA	121	19	48	672	14.07	2.21	5.58	78.14
NEW HAMPSHIRE	569	259	101	4	60.99	27.76	10.83	0.43
NEW JERSEY	1,833	2,573	1,138	136	32.28	45.30	20.04	2.38
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	3,420	7,179	4,483	124	22.48	47.18	29.53	0.81
NORTH CAROLINA	4,009	1,277	994	473	59.37	18.91	14.72	7.00
NORTH DAKOTA	183	147	71	3	45.30	36.39	17.57	0.74
OHIO	2,683	3,139	3,200	95	29.43	34.43	35.10	1.04
OKLAHOMA	1,113	404	13	27	71.48	25.95	0.83	1.73
OREGON	918	513	149	69	55.67	31.11	9.04	4.18
PENNSYLVANIA	3,826	4,818	2,330	41	34.73	43.74	21.15	0.37
PUERTO RICO	282	965	6,131	312	3.67	12.55	79.73	4.06
RHODE ISLAND	1,184	310	292	73	63.69	16.68	15.71	3.93
SOUTH CAROLINA	1,815	897	563	1	55.40	27.38	17.19	0.03
SOUTH DAKOTA	155	9	313	97	27.00	1.57	54.53	16.90
TENNESSEE	3,728	1,751	236	177	63.27	29.72	4.01	3.00
TEXAS	5,075	2,806	3,377	174	44.39	24.55	29.54	1.52
UTAH	222	169	252	6	34.21	26.04	38.83	0.92
VERMONT	201	246	1	0	44.87	54.91	0.22	0.00
VIRGINIA	1,539	1,711	1,323	865	28.30	31.46	24.33	15.91
WASHINGTON	1,100	1,097	295	4	44.07	43.95	11.82	0.16
WEST VIRGINIA	850	431	466	43	47.49	24.08	26.03	2.40
WISCONSIN	582	3,038	89	26	15.59	81.33	2.38	0.70
WYOMING	210	44	36	0	72.41	15.17	12.41	0.00
AMERICAN SAMOA	5	0	14	0	26.32	0.00	73.68	0.00
GUAM	43	43	27	4	36.75	36.75	23.08	3.42
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	205	51	67	0	63.47	15.79	20.74	0.00
U.S. AND TERRITORIES	90,533	81,329	46,342	6,669	40.26	36.17	20.61	2.97

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	LEARNING DISABLED NUMBER				LEARNING DISABLED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	990	20	0	5	97.54	1.97	0.00	0.49
ALASKA	230	22	1	0	90.91	8.70	0.40	0.00
ARIZONA	900	45	1	0	95.14	4.76	0.11	0.00
ARKANSAS	511	140	7	0	77.66	21.28	1.06	0.00
CALIFORNIA	4,783	1,736	87	0	72.40	26.28	1.32	0.00
COLORADO	650	82	0	0	88.80	11.20	0.00	0.00
CONNECTICUT	1,070	209	29	3	81.62	15.94	2.21	0.23
DELAWARE	147	113	29	0	50.87	39.10	10.03	0.00
DISTRICT OF COLUMBIA	137	0	3	0	97.86	0.00	2.14	0.00
FLORIDA	1,271	315	24	0	78.94	19.57	1.49	0.00
GEORGIA	795	76	0	0	91.27	8.73	0.00	0.00
HAWAII	5	107	0	0	4.46	95.54	0.00	0.00
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	6,001	1,203	98	2	82.16	16.47	1.34	0.03
INDIANA	729	82	13	0	88.47	9.95	1.58	0.00
IOWA	858	164	0	1	83.87	16.03	0.00	0.10
KANSAS	459	63	4	11	85.47	11.73	0.74	2.05
KENTUCKY	508	31	7	4	92.36	5.64	1.27	0.73
LOUISIANA	768	348	63	3	64.97	29.44	5.33	0.25
MAINE	198	16	2	29	80.82	6.53	0.82	11.84
MARYLAND	1,127	654	93	2	60.07	34.86	4.96	0.11
MASSACHUSETTS	1,201	908	492	133	43.93	33.21	18.00	4.86
MICHIGAN	1,813	713	152	7	67.52	26.55	5.66	0.26
MINNESOTA	1,052	139	27	2	86.23	11.39	2.21	0.16
MISSISSIPPI	687	43	4	0	93.60	5.86	0.54	0.00
MISSOURI	2,800	302	3	52	88.69	9.57	0.10	1.65
MONTANA	234	58	0	0	80.14	19.86	0.00	0.00
NEBRASKA	552	0	0	0	100.00	0.00	0.00	0.00
NEVADA	86	9	0	238	25.83	2.70	0.00	71.47
NEW HAMPSHIRE	383	56	17	0	83.99	12.28	3.73	0.00
NEW JERSEY	1,165	788	75	37	56.42	38.16	3.63	1.79
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	2,101	1,589	282	3	52.86	39.97	7.09	0.08
NORTH CAROLINA	1,796	222	9	152	82.42	10.19	0.41	6.98
NORTH DAKOTA	132	4	1	0	96.35	2.92	0.73	0.00
OHIO	1,576	163	6	1	90.26	9.34	0.34	0.06
OKLAHOMA	747	21	0	6	96.51	2.71	0.00	0.78
OREGON	609	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	2,224	470	139	5	78.37	16.56	4.90	0.18
PUERTG RICO	20	13	0	0	60.61	39.39	0.00	0.00
RHODE ISLAND	978	78	19	2	90.81	7.24	1.76	0.19
SOUTH CAROLINA	473	84	90	1	72.99	12.96	13.89	0.15
SOUTH DAKOTA	1	0	155	8	0.61	0.00	94.51	4.88
TENNESSEE	2,128	180	0	0	92.20	7.80	0.00	0.00
TEXAS	3,859	1,148	515	6	69.81	20.77	9.32	0.11
UTAH	73	19	0	0	79.35	20.65	0.00	0.00
VERMONT	87	1	0	0	98.86	1.14	0.00	0.00
VIRGINIA	840	216	31	27	75.40	19.39	2.78	2.42
WASHINGTON	717	307	9	2	69.28	29.66	0.87	0.19
WEST VIRGINIA	446	39	3	1	91.21	7.98	0.61	0.20
WISCONSIN	495	641	0	0	43.57	56.43	0.00	0.00
WYOMING	135	9	6	0	90.00	6.00	4.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	11	10	0	0	52.38	47.62	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	199	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	51,717	13,656	2,496	743	75.38	19.90	3.64	1.08

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	SPEECH IMPAIRED NUMBER REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	SPEECH IMPAIRED PERCENT REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	38	0	0	1	97.44	0.00	0.00	2.56
ALASKA	9	0	0	0	100.00	0.00	0.00	0.00
ARIZONA	28	0	0	0	100.00	0.00	0.00	0.00
ARKANSAS	57	0	1	0	98.28	0.00	1.72	0.00
CALIFORNIA	415	82	3	0	83.00	16.40	0.60	0.00
COLORADO	45	0	0	0	100.00	0.00	0.00	0.00
CONNECTICUT	47	1	0	0	97.92	2.08	0.00	0.00
DELAWARE	1	1	0	0	50.00	50.00	0.00	0.00
DISTRICT OF COLUMBIA	2	0	0	0	100.00	0.00	0.00	0.00
FLORIDA	217	5	1	0	97.31	2.24	0.45	0.00
GEORGIA	45	0	4	0	91.84	0.00	8.16	0.00
HAWAII	14	0	0	0	100.00	0.00	0.00	0.00
IDAHO	0	0	1	0	0.00	0.00	100.00	0.00
ILLINOIS	446	215	28	0	64.73	31.20	4.06	0.00
INDIANA	135	0	3	0	97.83	0.00	2.17	0.00
IOWA	44	1	0	0	97.78	2.22	0.00	0.00
KANSAS	157	0	0	0	100.00	0.00	0.00	0.00
KENTUCKY	259	6	1	0	97.37	2.26	0.38	0.00
LOUISIANA	153	1	0	1	98.71	0.65	0.00	0.65
MAINE	31	0	0	14	68.89	0.00	0.00	31.11
MARYLAND	161	109	15	0	56.49	38.25	5.26	0.00
MASSACHUSETTS	783	592	321	87	43.91	33.20	18.00	4.88
MICHIGAN	144	5	0	2	95.36	3.31	0.00	1.32
MINNESOTA	37	0	0	0	100.00	0.00	0.00	0.00
MISSISSIPPI	232	0	0	0	100.00	0.00	0.00	0.00
MISSOURI	630	24	2	12	94.31	3.59	0.30	1.80
MONTANA	18	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	24	0	0	0	100.00	0.00	0.00	0.00
NEVADA	9	1	0	0	90.00	10.00	0.00	0:00
NEW HAMPSHIRE	17	0	0	0	100.00	0.00	0.00	0.00
NEW JERSEY	184	3	6	0	95.34	1.55	3.11	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	171	21	15	0	82.61	10.14	7.25	0.00
NORTH CAROLINA	191	2	3	6	94.55	0.99	1.49	2.97
NORTH DAKOTA	9	0	0	0	100.00	0.00	0.00	0.00
OHIO	209	0	0	0	100.00	0.00	0.00	0.00
OKLAHOMA	14	0	0	1	93.33	0.00	0.00	6.67
OREGON	36	0	0	0	100.00	0.00	0.00	0.00
PENNSYLVANIA	217	128	0	1	62.72	36.99	C.00	0.29
PUERTO RICO	8	5	203	0	3.70	2.31	93.98	0.00
RHODE ISLAND	23	0	1	1	92.00	0.00	4.00	4.00
SOUTH CAROLINA	76	4	0	0	95.00	5.00	0.00	0.00
SOUTH DAKOTA	0	0	65	1	0.00	0.00	98.48	1.52
TENNESSEE	109	1	0	0	99.09	0.91	0.00	0.00
TEXAS	73	3	3	0	92.41	3.80	3.80	0.00
UTAH	20	0	0	0	100.00	0.00	0.00	0.00
VERMONT	9	0	0	0	100.00	0.00	0.00	0.00
VIRGINIA	44	0	4	3	86.27	0.00	7.84	5.88
WASHINGTON	111	13	0	0	89.52	10.48	0.00	0.00
WEST VIRGINIA	76	0	4	0	95.00	0.00	5.00	0.00
WISCONSIN	59	0	0	0	100.00	0.00	0.00	0.00
WYOMING	14	1	0	0	93.33	6.67	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	9	1	0	0	90.00	10.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	23	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	5,880	1,225	684	130	74.25	15.47	8.64	1.64

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	MENTALLY RETARDED NUMBER REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	MENTALLY RETARDED PERCENT REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	1,495	2,093	1	27	41.34	57.88	0.03	0.75
ALASKA	53	32	1	0	61.63	37.21	1.16	0.00
ARIZONA	142	635	64	0	16.88	75.51	7.61	0.00
ARKANSAS	486	148	96	3	66.30	20.19	13.10	0.41
CALIFORNIA	90	5,167	73	0	1.69	96.94	1.37	0.00
COLORADO	21	531	289	0	2.50	63.14	34.36	0.00
CONNECTICUT	350	761	84	12	29.00	63.05	6.96	0.99
DELAWARE	30	67	169	0	11.28	25.19	63.53	0.00
DISTRICT OF COLUMBIA	14	37	269	0	4.38	11.56	84.06	0.00
FLORIDA	195	1,519	1,504	71	5.93	46.18	45.73	2.16
GEORGIA	865	1,007	412	1	37.86	44.07	18.03	0.04
HAWAII	0	131	22	0	0.00	85.62	14.38	0.00
IDAHO	0	0	70	0	0.00	0.00	100.00	0.00
ILLINOIS	690	5,391	2,674	0	7.88	61.58	30.54	0.00
INDIANA	230	1,012	756	70	11.12	48.94	36.56	3.38
IOWA	222	1,067	0	2	17.19	82.66	0.00	0.15
KANSAS	45	593	137	1	5.80	76.42	17.65	0.13
KENTUCKY	697	420	439	11	44.48	26.80	28.02	0.70
LOUISIANA	246	859	1,103	14	11.07	38.66	49.64	0.63
MAINE	207	88	82	51	48.36	20.56	19.16	11.92
MARYLAND	211	282	1,042	1	13.74	18.36	67.84	0.07
MASSACHUSETTS	722	545	296	80	43.94	33.17	18.02	4.87
MICHIGAN	509	3,632	298	55	11.33	80.82	6.63	1.22
MINNESOTA	434	628	594	6	26.11	37.79	35.74	0.36
MISSISSIPPI	759	473	61	7	58.38	36.38	4.69	0.54
MISSOURI	1,267	2,476	588	97	28.61	55.92	13.28	2.19
MONTANA	25	130	0	0	16.13	83.87	0.00	0.00
NEBRASKA	301	353	0	0	46.02	53.98	0.00	0.00
NEVADA	12	8	35	51	11.32	7.55	33.02	48.11
NEW HAMPSHIRE	105	136	45	3	36.33	47.06	15.57	1.04
NEW JERSEY	157	1,189	254	41	9.57	72.46	15.48	2.50
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	427	3,539	2,181	11	6.93	57.47	35.42	0.18
NORTH CAROLINA	1,860	916	451	216	54.02	26.60	13.10	6.27
NORTH DAKOTA	29	142	44	2	13.36	65.44	20.28	0.92
OHIO	736	2,527	2,629	1	12.49	42.88	44.61	0.02
OKLAHOMA	288	359	7	11	43.31	53.98	1.05	1.65
OREGON	147	440	117	0	20.88	62.50	16.62	0.00
PENNSYLVANIA	747	3,667	1,778	23	12.02	59.00	28.61	0.37
PUERTO RICO	210	710	3,144	16	5.15	17.40	77.06	0.39
RHODE ISLAND	70	200	126	1	17.63	50.38	31.74	0.25
SOUTH CAROLINA	1,104	733	367	0	50.09	33.26	16.65	0.00
SOUTH DAKOTA	85	2	62	62	40.28	0.95	29.38	29.38
TENNESSEE	1,222	1,148	113	14	48.94	45.98	4.53	0.56
TEXAS	606	1,158	2,208	37	15.12	28.90	55.06	0.92
UTAH	36	96	70	0	17.82	47.52	34.65	0.00
VERMONT	77	193	0	0	28.53	71.48	0.00	0.00
VIRGINIA	380	1,239	666	17	16.51	53.82	28.93	0.74
WASHINGTON	147	553	214	0	16.08	60.50	23.41	0.00
WEST VIRGINIA	288	346	385	15	27.85	33.46	37.23	1.45
WISCONSIN	0	1,795	76	0	0.00	95.94	4.06	0.00
WYOMING	41	25	24	0	45.56	27.78	26.67	0.00
AMERICAN SAMOA	5	0	9	0	35.71	0.00	64.29	0.00
GUAM	17	26	10	0	32.08	49.06	18.87	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	44	41	0	0.00	51.76	48.24	0.00
U.S. AND TERRITORIES	19,112	51,288	26,167	1,030	19.58	52.55	26.81	1.06

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1982-1983

	EMOTIONALLY DISTURBED NUMBER				EMOTIONALLY DISTURBED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	263	57	2	1	81.42	17.65	0.62	0.31
ALASKA	6	5	2	0	46.15	38.46	15.38	0.00
ARIZONA	109	86	2	0	55.33	43.65	1.02	0.00
ARKANSAS	2	6	2	1	18.18	54.55	18.18	9.09
CALIFORNIA	52	302	239	0	8.77	50.93	40.30	0.00
COLORADO	121	156	5	5	42.16	54.36	1.74	1.74
CONNECTICUT	411	288	131	37	47.40	33.22	15.11	4.27
DELAWARE	48	29	48	0	38.40	23.20	38.40	0.00
DISTRICT OF COLUMBIA	1	2	9	0	8.33	16.67	75.00	0.00
FLORIDA	152	98	109	441	19.00	12.25	13.62	55.12
GEORGIA	186	74	60	0	58.12	23.12	18.75	0.00
HAWAII	0	9	2	0	0.00	81.82	18.18	0.00
IDAHO	0	0	27	0	0.00	0.00	100.00	0.00
ILLINOIS	1,982	1,187	2,812	17	33.04	19.79	46.88	0.28
INDIANA	13	29	64	38	9.03	20.14	44.44	26.39
IOWA	84	133	0	2	38.36	60.73	0.00	0.91
KANSAS	57	54	110	15	24.15	22.88	46.61	6.36
KENTUCKY	25	23	19	14	30.86	28.40	23.46	17.28
LOUISIANA	32	40	71	8	21.19	26.49	47.02	5.30
MAINE	141	63	31	45	50.36	22.50	11.07	16.07
MARYLAND	33	25	208	7	12.09	9.16	76.19	2.56
MASSACHUSETTS	466	352	191	52	43.92	33.18	18.00	4.90
MICHIGAN	433	403	149	24	42.91	39.94	14.77	2.38
MINNESOTA	106	63	96	6	39.11	23.25	35.42	2.21
MISSISSIPPI	4	2	1	1	50.00	25.00	12.50	12.50
MISSOURI	682	235	23	65	67.86	23.38	2.29	6.47
MONTANA	9	2	0	0	81.82	18.18	0.00	0.00
NEBRASKA	17	43	0	0	28.33	71.67	0.00	0.00
NEVADA	2	0	1	13	12.50	0.00	6.25	81.25
NEW HAMPSHIRE	29	23	14	1	43.28	34.33	20.90	1.49
NEW JERSEY	212	290	482	36	20.78	28.43	47.25	3.53
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	331	1,323	1,116	84	11.60	46.36	39.10	2.94
NORTH CAROLINA	70	32	21	54	39.55	18.08	11.86	30.51
NORTH DAKOTA	2	1	1	1	40.00	20.00	20.00	20.00
OHIO	19	86	341	28	4.01	18.14	71.94	5.91
OKLAHOMA	7	4	1	2	50.00	28.57	7.14	14.29
OREGON	44	54	0	4	43.14	52.94	0.00	3.92
PENNSYLVANIA	368	345	225	8	38.90	36.47	23.78	0.85
PUERTO RICO	4	15	0	0	21.05	78.95	0.00	0.00
RHODE ISLAND	74	21	52	7	48.05	13.64	33.77	4.55
SOUTH CAROLINA	88	31	23	0	61.97	21.83	16.20	0.00
SOUTH DAKOTA	7	0	5	3	46.67	0.00	33.33	20.00
TENNESSFE	95	110	74	7	33.22	38.46	25.87	2.45
TEXAS	191	179	287	24	28.05	26.28	42.14	3.52
UTAH	85	22	61	3	49.71	12.87	35.67	1.75
VERMONT	7	8	0	0	46.67	53.33	0.00	0.00
VIRGINIA	83	83	145	117	19.39	19.39	33.88	27.34
WASHINGTON	64	54	9	1	50.00	42.19	7.03	0.78
WEST VIRGINIA	15	14	13	3	33.33	31.11	28.89	6.67
WISCONSIN	0	401	0	0	0.00	100.00	0.00	0.00
WYOMING	10	5	2	0	58.82	29.41	11.76	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	1	0	0	0.00	100.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	12	1	12	0	48.00	4.00	48.00	0.00
U.S. AND TERRITORIES	7,294	6,869	7,298	1,178	32.10	30.40	32.30	5.20

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	HARD OF HEARING & DEAF NUMBER REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	HARD OF HEARING & DEAF PERCENT REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	28	18	0	1	59.57	38.30	0.00	2.13
ALASKA	0	2	0	0	0.00	100.00	0.00	0.00
ARIZONA	39	9	33	0	48.15	11.11	40.74	0.00
ARKANSAS	10	0	5	0	66.67	0.00	33.33	0.00
CALIFORNIA	126	388	0	0	24.51	75.49	0.00	0.00
COLORADO	56	8	34	0	57.14	8.16	34.69	0.00
CONNECTICUT	29	21	28	1	36.71	26.58	35.44	1.27
DELAWARE	0	1	20	0	0.00	4.76	95.24	0.00
DISTRICT OF COLUMBIA	1	5	8	0	7.14	35.71	57.14	0.00
FLORIDA	26	148	63	0	10.97	62.45	26.58	0.00
GEORGIA	65	31	4	0	65.00	31.00	4.00	0.00
HAWAII	4	50	40	0	4.26	53.19	42.55	0.00
IDAHO	0	0	25	0	0.00	0.00	100.00	0.00
ILLINOIS	134	382	76	1	22.60	64.42	12.82	0.17
INDIANA	11	22	128	2	6.75	13.50	78.53	1.23
IOWA	45	13	0	2	75.00	21.67	0.00	3.33
KANSAS	20	5	25	0	40.00	10.00	50.00	0.00
KENTUCKY	22	18	22	0	35.48	29.03	35.48	0.00
LOUISIANA	22	26	77	2	17.32	20.47	60.63	1.57
MAINE	35	8	3	3	71.43	16.33	6.12	6.12
MARYLAND	36	17	176	0	15.72	7.42	76.86	0.00
MASSACHUSETTS	48	36	19	5	44.44	33.33	17.59	4.63
MICHIGAN	95	199	0	2	32.09	67.23	0.00	0.68
MINNESOTA	16	19	13	1	32.65	38.78	26.53	2.04
MISSISSIPPI	22	10	2	0	64.71	29.41	5.88	0.00
MISSOURI	209	74	54	37	55.88	19.79	14.44	9.89
MONTANA	3	3	0	0	50.00	50.00	0.00	0.00
NEBRASKA	42	0	0	0	100.00	0.00	0.00	0.00
NEVADA	3	1	0	11	20.00	6.67	0.00	73.33
NEW HAMPSHIRE	10	26	8	0	22.73	59.09	18.18	0.00
NEW JERSEY	38	71	57	1	22.75	42.51	34.13	0.60
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	143	195	306	0	22.20	30.28	47.52	0.00
NORTH CAROLINA	33	21	146	1	16.42	10.45	72.64	0.50
NORTH DAKOTA	5	0	5	0	50.00	0.00	50.00	0.00
OHIO	85	154	76	0	26.98	48.89	24.13	0.00
OKLAHOMA	14	12	1	2	48.28	41.38	3.45	6.90
OREGON	31	1	11	0	72.09	2.33	25.58	0.00
PENNSYLVANIA	176	109	80	0	48.22	29.86	21.92	0.00
PUERTO RICO	8	91	645	0	1.08	12.23	86.69	0.00
RHODE ISLAND	11	0	65	0	14.47	0.00	85.53	0.00
SOUTH CAROLINA	40	19	25	0	47.62	22.62	29.76	0.00
SOUTH DAKOTA	15	0	15	0	50.00	0.00	50.00	0.00
TENNESSEE	76	64	10	2	50.00	42.11	6.58	1.32
TEXAS	70	68	53	2	36.27	35.23	27.46	1.04
UTAH	6	2	0	0	75.00	25.00	0.00	0.00
VERMONT	7	7	0	0	50.00	50.00	0.00	0.00
VIRGINIA	33	17	108	2	20.62	10.62	67.50	1.25
WASHINGTON	16	30	1	0	34.04	63.83	2.13	0.00
WEST VIRGINIA	5	9	35	0	10.20	18.37	71.43	0.00
WISCONSIN	23	56	7	0	26.74	65.12	8.14	0.00
WYOMING	1	1	1	0	33.33	33.33	33.33	0.00
AMERICAN SAMOA	0	0	3	0	0.00	0.00	100.00	0.00
GUAM	1	3	0	0	25.00	75.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,995	2,470	2,513	78	28.27	35.01	35.62	1.11

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	MULTIHANDICAPPED NUMBER REGULAR CLASSES	MULTIHANDICAPPED NUMBER SEPARATE CLASSES	MULTIHANDICAPPED NUMBER SEPARATE SCHOOL	MULTIHANDICAPPED NUMBER OTHER ENVIRONMENTS	MULTIHANDICAPPED PERCENT REGULAR CLASSES	MULTIHANDICAPPED PERCENT SEPARATE CLASSES	MULTIHANDICAPPED PERCENT SEPARATE SCHOOL	MULTIHANDICAPPED PERCENT OTHER ENVIRONMENTS
ALABAMA	4	89	0	9	3.92	87.25	0.00	8.82
ALASKA	1	1	0	0	50.00	50.00	0.00	0.00
ARIZONA	20	33	60	0	17.70	29.20	53.10	0.00
ARKANSAS	3	3	12	1	15.79	15.79	63.16	5.26
CALIFORNIA	27	649	42	0	3.76	90.39	5.85	0.00
COLORADO	17	83	34	0	12.69	61.94	25.37	0.00
CONNECTICUT	0	39	20	7	0.00	59.09	30.30	10.61
DELAWARE	0	0	2	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	0	23	0	0.00	0.00	100.00	0.00
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	2	1	10	0	15.38	7.69	76.92	0.00
HAWAII	0	9	0	0	0.00	100.00	0.00	0.00
IDAHO	0	0	0	166	0.00	0.00	0.00	100.00
ILLINOIS	8	12	207	6	3.43	5.15	88.84	2.58
INDIANA	0	14	78	9	0.00	13.86	77.23	8.91
IOWA	0	125	0	0	0.00	100.00	0.00	0.00
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	3	38	43	8	3.26	41.30	46.74	8.70
LOUISIANA	3	17	63	1	3.57	20.24	75.00	1.19
MAINE	11	45	0	10	16.67	68.18	0.00	15.15
MARYLAND	10	13	559	2	1.71	2.23	95.72	0.34
MASSACHUSETTS	75	57	31	8	43.86	33.33	18.13	4.68
MICHIGAN	0	195	90	11	0.00	65.88	30.41	3.72
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	5	10	1	1	29.41	58.82	5.88	5.88
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	6	22	0	0	21.43	78.57	0.00	0.00
NEBRASKA	0	32	0	0	0.00	100.00	0.00	0.00
NEVADA	4	0	11	336	1.14	0.00	3.13	95.73
NEW HAMPSHIRE	6	10	10	0	23.08	38.46	38.46	0.00
NEW JERSEY	35	120	200	10	9.59	32.88	54.79	2.74
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	30	187	303	5	5.71	35.62	57.71	0.95
NORTH CAROLINA	14	33	313	17	3.71	8.75	83.02	4.51
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	4	97	105	4	1.90	46.19	50.00	1.90
OKLAHOMA	5	6	0	2	38.46	46.15	0.00	15.38
OREGON	15	11	2	4	46.87	34.37	6.25	12.50
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	19	87	0	285	4.86	22.25	0.00	72.89
RHODE ISLAND	1	4	13	0	5.56	22.22	72.22	0.00
SOUTH CAROLINA	0	3	28	0	0.00	9.68	90.32	0.00
SOUTH DAKOTA	30	1	6	21	51.72	1.72	10.34	36.21
TENNESSEE	20	195	23	11	8.03	78.31	9.24	4.42
TEXAS	68	141	219	15	15.35	31.83	49.44	3.39
UTAH	1	22	121	3	0.68	14.97	82.31	2.04
VERMONT	4	31	0	0	11.43	88.57	0.00	0.00
VIRGINIA	16	112	214	190	3.01	21.05	40.23	35.71
WASHINGTON	13	89	49	0	8.61	58.94	32.45	0.00
WEST VIRGINIA	0	8	13	1	0.00	36.36	59.09	4.55
WISCONSIN	0	65	0	0	0.00	100.00	0.00	0.00
WYOMING	0	0	0	0	-	-	-	-
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	16	2	0.00	0.00	88.89	11.11
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	6	14	0	9.09	27.27	63.64	0.00
U.S. AND TERRITORIES	[illegible]	2,715	2,935	1,145	6.62	37.31	40.33	15.73

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	ORTHOPEDICALLY IMPAIRED NUMBER				ORTHOPEDICALLY IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	14	19	0	5	36.84	50.00	0.00	13.16
ALASKA	4	4	0	1	44.44	44.44	0.00	11.11
ARIZONA	10	16	0	0	38.46	61.54	0.00	0.00
ARKANSAS	3	1	7	0	27.27	9.09	63.64	0.00
CALIFORNIA	192	402	0	0	32.32	67.68	0.00	0.00
COLORADO	14	25	3	0	33.33	59.52	7.14	0.00
CONNECTICUT	17	10	1	1	58.62	34.48	3.45	3.45
DELAWARE	0	0	19	1	0.00	0.00	95.00	5.00
DISTRICT OF COLUMBIA	6	0	0	0	100.00	0.00	0.00	0.00
FLORIDA	33	57	31	0	27.27	47.11	25.62	0.00
GEORGIA	16	22	3	0	39.02	53.66	7.32	0.00
HAWAII	3	11	4	0	16.67	61.11	22.22	0.00
IDAHO	0	0	0	110	0.00	0.00	0.00	100.00
ILLINOIS	28	115	351	67	4.99	20.50	62.57	11.94
INDIANA	12	14	28	0	22.22	25.93	51.85	0.00
IOWA	31	16	0	4	60.78	31.37	0.00	7.84
KANSAS	2	26	2	5	5.71	74.29	5.71	14.29
KENTUCKY	12	8	3	10	36.36	24.24	9.09	30.30
LOUISIANA	6	7	22	0	17.14	20.00	62.86	0.00
MAINE	12	15	1	27	21.82	27.27	1.82	49.09
MARYLAND	13	10	24	17	20.31	15.62	37.50	26.56
MASSACHUSETTS	37	28	15	4	44.05	33.33	17.86	4.76
MICHIGAN	111	219	5	27	30.66	60.50	1.38	7.46
MINNESOTA	16	7	12	1	44.44	19.44	33.33	2.78
MISSISSIPPI	11	8	0	8	40.74	29.63	0.00	29.63
MISSOURI	92	95	6	20	43.19	44.60	2.82	9.39
MONTANA	3	1	0	0	75.00	25.00	0.00	0.00
NEBRASKA	23	0	0	0	100.00	0.00	0.00	0.00
NEVADA	3	0	1	0	75.00	0.00	25.00	0.00
NEW HAMPSHIRE	9	2	2	0	69.23	15.38	15.38	0.00
NEW JERSEY	7	35	38	2	8.54	42.68	46.34	2.44
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	67	109	127	8	21.54	35.05	40.84	2.57
NORTH CAROLINA	19	27	6	5	33.33	47.37	10.53	8.77
NORTH DAKOTA	2	0	6	0	25.00	0.00	75.00	0.00
OHIO	24	102	26	59	11.37	48.34	12.32	27.96
OKLAHOMA	3	2	4	2	27.27	18.18	36.36	18.18
OREGON	12	3	1	15	38.71	9.68	3.23	48.39
PENNSYLVANIA	28	53	86	3	16.47	31.18	50.59	1.76
PUERTO RICO	8	12	6	7	24.24	36.36	18.18	21.21
RHODE ISLAND	15	5	6	0	57.69	19.23	23.08	0.00
SOUTH CAROLINA	19	19	10	0	39.58	39.58	20.83	0.00
SOUTH DAKOTA	11	1	2	0	78.57	7.14	14.29	0.00
TENNESSEE	37	35	2	36	33.64	31.82	1.82	32.73
TEXAS	76	47	49	34	36.89	22.82	23.79	16.50
UTAH	0	4	0	0	0.00	100.00	0.00	0.00
VERMONT	3	0	0	0	100.00	0.00	0.00	0.00
VIRGINIA	11	19	81	104	5.12	8.84	37.67	48.37
WASHINGTON	6	18	2	0	23.08	69.23	7.69	0.00
WEST VIRGINIA	10	14	4	2	33.33	46.67	13.33	6.67
WISCONSIN	0	58	0	0	0.00	100.00	0.00	0.00
WYOMING	3	0	2	0	60.00	0.00	40.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	4	0	0	0	100.00	0.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,101	1,701	998	585	25.11	38.79	22.76	13.34

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	OTHER HEALTH IMPAIRED NUMBER				OTHER HEALTH IMPAIRED PERCENT			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	5	4	1	34	11.36	9.09	2.27	77.27
ALASKA	1	2	0	0	33.33	66.67	0.00	0.00
ARIZONA	0	0	0	106	0.00	0.00	0.00	100.00
ARKANSAS	1	0	1	0	50.00	0.00	50.00	0.00
CALIFORNIA	450	282	14	0	60.32	37.80	1.88	0.00
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	26	28	15	10	32.91	35.44	18.99	12.66
DELAWARE	4	1	3	0	50.00	12.50	37.50	0.00
DISTRICT OF COLUMBIA	0	0	2	0	0.00	0.00	100.00	0.00
FLORIDA	36	16	10	195	14.01	6.23	3.89	75.88
GEORGIA	4	3	1	8	25.00	18.75	6.25	50.00
HAWAII	0	0	0	0	-	-	-	-
IDAHO	0	0	0	266	0.00	0.00	0.00	100.00
ILLINOIS	97	24	43	120	34.15	8.45	15.14	42.25
INDIANA	0	0	4	0	0.00	0.00	100.00	0.00
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	4	4	3	11	18.18	18.18	13.64	50.00
LOUISIANA	5	14	29	45	5.38	15.05	31.18	48.39
MAINE	8	10	1	15	23.53	29.41	2.94	44.12
MARYLAND	6	5	11	27	12.24	10.20	22.45	55.10
MASSACHUSETTS	48	36	20	6	43.64	32.73	18.18	5.45
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	9	1	3	5	50.00	5.56	16.67	27.78
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	152	7	5	87	60.56	2.79	1.99	34.66
MONTANA	4	0	0	0	100.00	0.00	0.00	0.00
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	15	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	5	3	3	0	45.45	27.27	27.27	0.00
NEW JERSEY	22	73	13	8	18.97	62.93	11.21	6.90
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	76	190	87	13	20.77	51.91	23.77	3.55
NORTH CAROLINA	9	23	3	22	15.79	40.35	5.26	38.60
NORTH DAKOTA	1	0	1	0	50.00	0.00	50.00	0.00
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	31	0	0	1	96.87	0.00	0.00	3.13
OREGON	17	2	13	46	21.79	2.56	16.67	58.97
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	17	813	4	0.00	2.04	97.48	0.48
RHODE ISLAND	5	0	2	61	7.35	0.00	2.94	89.71
SOUTH CAROLINA	1	1	3	0	20.00	20.00	60.00	0.00
SOUTH DAKOTA	0	5	3	2	0.00	50.00	30.00	20.00
TENNESSEE	14	4	0	105	11.38	3.25	0.00	85.37
TEXAS	85	42	19	56	42.08	20.79	9.41	27.72
UTAH	0	3	0	0	0.00	100.00	0.00	0.00
VERMONT	7	3	0	0	70.00	30.00	0.00	0.00
VIRGINIA	2	16	67	365	0.44	3.56	14.89	81.11
WASHINGTON	26	28	11	1	39.39	42.42	16.67	1.52
WEST VIRGINIA	5	0	2	20	18.52	0.00	7.41	74.07
WISCONSIN	0	0	0	28	0.00	0.00	0.00	100.00
WYOMING	1	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	2	0.00	0.00	0.00	100.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,169	847	1,206	1,702	23.74	17.20	24.49	34.57

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	VISUALLY HANDICAPPED NUMBER				VISUALLY HANDICAPPED PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	5	6	0	0	45.45	54.55	0.00	0.00
ALASKA	0	1	0	0	0.00	100.00	0.00	0.00
ARIZONA	7	2	9	0	38.89	11.11	50.00	0.00
ARKANSAS	0	0	12	0	0.00	0.00	100.00	0.00
CALIFORNIA	74	67	1	0	52.11	47.18	0.70	0.00
COLORADO	12	3	3	0	66.67	16.67	16.67	0.00
CONNECTICUT	30	3	1	0	88.24	8.82	2.94	0.00
DELAWARE	1	2	0	0	33.33	66.67	0.00	0.00
DISTRICT OF COLUMBIA	0	3	0	0	0.00	100.00	0.00	0.00
FLORIDA	18	5	4	0	66.67	18.52	14.81	0.00
GEORGIA	12	0	39	0	23.53	0.00	76.47	0.00
HAWAII	2	2	4	0	25.00	25.00	50.00	0.00
IDAHO	0	0	10	0	0.00	0.00	100.00	0.00
ILLINOIS	81	27	38	1	55.10	18.37	25.85	0.68
INDIANA	3	0	19	0	13.64	0.00	86.36	0.00
IOWA	8	2	0	0	80.00	20.00	0.00	0.00
KANSAS	5	0	11	0	31.25	0.00	68.75	0.00
KENTUCKY	4	2	1	0	57.14	28.57	14.29	0.00
LOUISIANA	10	5	22	0	27.03	13.51	59.46	0.00
MAINE	10	2	0	2	71.43	14.29	0.00	14.29
MARYLAND	4	3	68	0	5.33	4.00	90.67	0.00
MASSACHUSETTS	20	15	8	2	44.44	33.33	17.78	4.44
MICHIGAN	30	50	10	0	33.33	55.56	11.11	0.00
MINNESOTA	8	3	3	0	57.14	21.43	21.43	0.00
MISSISSIPPI	5	0	0	0	100.00	0.00	0.00	0.00
MISSOURI	291	15	32	14	82.67	4.26	9.09	3.98
MONTANA	1	1	0	0	50.00	50.00	0.00	0.00
NEBRASKA	0	14	0	0	0.00	100.00	0.00	0.00
NEVADA	2	0	0	8	20.00	0.00	0.00	80.00
NEW HAMPSHIRE	5	3	0	0	62.50	37.50	0.00	0.00
NEW JERSEY	13	4	10	0	48.15	14.81	37.04	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	74	26	73	0	42.77	15.03	42.20	0.00
NORTH CAROLINA	17	1	37	0	30.91	1.82	67.27	0.00
NORTH DAKOTA	3	0	6	0	33.33	0.00	66.67	0.00
OHIO	30	9	15	2	53.57	16.07	26.79	3.57
OKLAHOMA	4	0	0	0	100.00	0.00	0.00	0.00
OREGON	7	0	4	0	63.64	0.00	36.36	0.00
PENNSYLVANIA	66	46	22	1	48.89	34.07	16.30	0.74
PUERTO RICO	5	11	1,320	0	0.37	0.82	98.80	0.00
RHODE ISLAND	6	1	5	1	46.15	7.69	38.46	7.69
SOUTH CAROLINA	14	3	16	0	42.42	9.09	48.48	0.00
SOUTH DAKOTA	6	0	0	0	100.00	0.00	0.00	0.00
TENNESSEE	27	12	10	2	52.94	23.53	19.61	3.92
TEXAS	47	17	10	0	63.51	22.97	13.51	0.00
UTAH	1	0	0	0	100.00	0.00	0.00	0.00
VERMONT	0	1	1	0	0.00	50.00	50.00	0.00
VIRGINIA	123	6	13	40	67.58	3.30	7.14	21.98
WASHINGTON	0	4	0	0	0.00	100.00	0.00	0.00
WEST VIRGINIA	5	1	7	1	35.71	7.14	50.00	7.14
WISCONSIN	5	11	6	0	22.73	50.00	27.27	0.00
WYOMING	1	0	0	0	100.00	0.00	0.00	0.00
AMERICAN SAMOA	0	0	2	0	0.00	0.00	100.00	0.00
GUAM	1	2	1	0	25.00	50.00	25.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3	0	0	0	100.00	0.00	0.00	0.00
U.S. AND TERRITORIES	1,106	391	1,853	74	32.30	11.42	54.12	2.16

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

STATE	DEAF-BLIND NUMBER REGULAR CLASSES	DEAF-BLIND NUMBER SEPARATE CLASSES	DEAF-BLIND NUMBER SEPARATE SCHOOL	DEAF-BLIND NUMBER OTHER ENVIRONMENTS	DEAF-BLIND PERCENT REGULAR CLASSES	DEAF-BLIND PERCENT SEPARATE CLASSES	DEAF-BLIND PERCENT SEPARATE SCHOOL	DEAF-BLIND PERCENT OTHER ENVIRONMENTS
ALABAMA	1	1	0	0	50.00	50.00	0.00	0.00
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	2	0	0.00	0.00	100.00	0.00
CALIFORNIA	1	19	0	0	5.00	95.00	0.00	0.00
COLORADO	0	0	18	0	0.00	0.00	100.00	0.00
CONNECTICUT	0	1	3	0	0.00	25.00	75.00	0.00
DELAWARE	0	0	6	0	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	0	0	7	2	0.00	0.00	77.78	22.22
FLORIDA	0	1	11	0	0.00	8.33	91.67	0.00
GEORGIA	0	1	1	0	0.00	50.00	50.00	0.00
HAWAII	0	0	0	0	-	-	-	-
IDAHO	0	0	0	2	0.00	0.00	0.00	100.00
ILLINOIS	2	2	19	0	8.70	8.70	82.61	0.00
INDIANA	0	0	1	0	0.00	0.00	100.00	0.00
IOWA	0	5	0	0	0.00	100.00	0.00	0.00
KANSAS	1	32	32	1	1.52	48.48	48.48	1.52
KENTUCKY	0	0	5	0	0.00	0.00	100.00	0.00
LOUISIANA	4	2	0	0	66.67	33.33	0.00	0.00
MAINE	1	3	0	0	25.00	75.00	0.00	0.00
MARYLAND	1	1	31	0	3.03	3.03	93.94	0.00
MASSACHUSETTS	3	3	1	0	42.86	42.86	14.29	0.00
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	3	0	0.00	0.00	100.00	0.00
MISSISSIPPI	1	2	2	2	14.29	28.57	28.57	28.57
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	2	0	0.00	0.00	100.00	0.00
NEW JERSEY	0	0	3	0	0.00	0.00	100.00	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	3	0	0.00	0.00	100.00	0.00
NORTH CAROLINA	0	0	5	0	0.00	0.00	100.00	0.00
NORTH DAKOTA	0	0	7	0	0.00	0.00	100.00	0.00
OHIO	0	1	2	0	0.00	33.33	66.67	0.00
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	2	1	0	0.00	66.67	33.33	0.00
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	4	0	0	0.00	100.00	0.00	0.00
RHODE ISLAND	1	1	3	0	20.00	20.00	60.00	0.00
SOUTH CAROLINA	0	0	1	0	0.00	0.00	100.00	0.00
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	2	4	0	0.00	33.33	66.67	0.00
TEXAS	0	3	16	0	0.00	15.79	84.21	0.00
UTAH	0	1	0	0	0.00	100.00	0.00	0.00
VERMONT	0	2	0	0	0.00	100.00	0.00	0.00
VIRGINIA	0	1	1	0	0.00	50.00	50.00	0.00
WASHINGTON	0	1	0	0	0.00	100.00	0.00	0.00
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	9	0	0	0.00	100.00	0.00	0.00
WYOMING	1	1	1	0	33.33	33.33	33.33	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	17	101	191	7	5.38	31.96	60.44	2.22

(Continued)

Table 6C4

NUMBER AND PERCENT OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1982-1983

	NONCATEGORICAL NUMBER				NONCATEGORICAL PERCENT			
STATE	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	-	-	-	-	-	-	-	-
ALASKA	0	0	0	0	-	-	-	-
ARIZONA	0	0	0	0	-	-	-	-
ARKANSAS	0	0	0	0	-	-	-	-
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	0	0	0	0	-	-	-	-
CONNECTICUT	120	2	1	0	97.56	1.63	0.81	0.00
DELAWARE	0	0	0	0	-	-	-	-
DISTRICT OF COLUMBIA	0	0	0	0	-	-	-	-
FLORIDA	0	0	0	0	-	-	-	-
GEORGIA	0	0	0	0	-	-	-	-
HAWAII	0	0	0	0	-	-	-	-
IDAHO	0	0	0	0	-	-	-	-
ILLINOIS	0	0	0	0	-	-	-	-
INDIANA	0	0	0	0	-	-	-	-
IOWA	0	0	0	0	-	-	-	-
KANSAS	0	0	0	0	-	-	-	-
KENTUCKY	571	57	0	0	90.92	9.08	0.00	0.00
LOUISIANA	6	6	0	0	50.00	50.00	0.00	0.00
MAINE	0	0	0	0	-	-	-	-
MARYLAND	0	0	0	0	-	-	-	-
MASSACHUSETTS	0	0	0	0	-	-	-	-
MICHIGAN	0	0	0	0	-	-	-	-
MINNESOTA	0	0	0	0	-	-	-	-
MISSISSIPPI	0	0	0	0	-	-	-	-
MISSOURI	0	0	0	0	-	-	-	-
MONTANA	0	0	0	0	-	-	-	-
NEBRASKA	0	0	0	0	-	-	-	-
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	0	0	0	0	-	-	-	-
NEW JERSEY	0	0	0	0	-	-	-	-
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	0	0	0	0	-	-	-	-
NORTH DAKOTA	0	0	0	0	-	-	-	-
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	0	0	0	0	-	-	-	-
OREGON	0	0	0	0	-	-	-	-
PENNSYLVANIA	0	0	0	0	-	-	-	-
PUERTO RICO	0	0	0	0	-	-	-	-
RHODE ISLAND	0	0	0	0	-	-	-	-
SOUTH CAROLINA	0	0	0	0	-	-	-	-
SOUTH DAKOTA	0	0	0	0	-	-	-	-
TENNESSEE	0	0	0	0	-	-	-	-
TEXAS	0	0	0	0	-	-	-	-
UTAH	0	0	0	0	-	-	-	-
VERMONT	0	0	0	0	-	-	-	-
VIRGINIA	0	2	0	0	0.00	100.00	0.00	0.00
WASHINGTON	0	0	0	0	-	-	-	-
WEST VIRGINIA	0	0	0	0	-	-	-	-
WISCONSIN	0	0	0	0	-	-	-	-
WYOMING	3	2	0	0	60.00	40.00	0.00	0.00
AMERICAN SAMOA	0	0	0	0	-	-	-	-
GUAM	0	0	0	0	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	700	69	1	0	90.91	8.96	0.13	0.00

Table 6D1

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 3-21 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1982-83	1983-84	1983-84 LESS 1976-77	1983-84 LESS 1982-83	1983-84 LESS 1976-77	1983-84 LESS 1982-83
ALABAMA	1,276,000	1,235,000	1,211,000	-65,000	-24,000	-5.09	-1.94
ALASKA	171,000	148,000	162,000	-9,000	14,000	-5.26	9.46
ARIZONA	788,000	863,000	875,000	87,000	12,000	11.04	1.39
ARKANSAS	704,000	699,000	699,000	-5,000	0	-0.71	0.00
CALIFORNIA	7,092,000	7,095,000	7,082,000	-10,000	-13,000	-0.14	-0.18
COLORADO	900,000	908,000	918,000	18,000	10,000	2.00	1.10
CONNECTICUT	1,021,000	893,000	865,000	-156,000	-28,000	-15.28	-3.14
DELAWARE	205,000	183,000	177,000	-28,000	-6,000	-13.66	-3.28
DISTRICT OF COLUMBIA	227,000	165,000	158,000	-69,000	-7,000	-30.40	-4.24
FLORIDA	2,525,000	2,693,000	2,690,000	165,000	-3,000	6.53	-0.11
GEORGIA	1,778,000	1,797,000	1,793,000	15,000	-4,000	0.84	-0.22
GUAM	-	-	-	-	-	-	-
HAWAII	321,000	304,000	308,000	-13,000	4,000	-4.05	1.32
IDAHO	297,000	317,000	322,000	25,000	5,000	8.42	1.58
ILLINOIS	3,802,000	3,428,000	3,375,000	-427,000	-53,000	-11.23	-1.55
INDIANA	1,854,000	1,700,000	1,670,000	-184,000	-30,000	-9.92	-1.76
IOWA	970,000	865,000	847,000	-123,000	-18,000	-12.68	-2.08
KANSAS	763,000	705,000	699,000	-64,000	-6,000	-8.39	-0.85
KENTUCKY	1,181,000	1,144,000	1,138,000	-43,000	-6,000	-3.64	-0.52
LOUISIANA	1,444,000	1,438,000	1,436,000	-8,000	-2,000	-0.55	-0.14
MAINE	368,000	341,000	340,000	-28,000	-1,000	-7.61	-0.29
MARYLAND	1,437,000	1,259,000	1,238,000	-199,000	-21,000	-13.85	-1.67
MASSACHUSETTS	1,930,000	1,649,000	1,595,000	-335,000	-54,000	-17.36	-3.27
MICHIGAN	3,267,000	2,846,000	2,773,000	-494,000	-73,000	-15.12	-2.57
MINNESOTA	1,393,000	1,253,000	1,227,000	-166,000	-26,000	-11.92	-2.08
MISSISSIPPI	882,000	855,000	851,000	-31,000	-4,000	-3.51	-0.47
MISSOURI	1,587,000	1,459,000	1,438,000	-149,000	-21,000	-9.39	-1.44
MONTANA	265,000	243,000	244,000	-21,000	1,000	-7.92	0.41
NEBRASKA	528,000	477,000	474,000	-54,000	-3,000	-10.23	-0.63
NEVADA	211,000	250,000	248,000	37,000	-2,000	17.54	-0.80
NEW HAMPSHIRE	281,000	284,000	277,000	-4,000	-7,000	-1.42	-2.46
NEW JERSEY	2,398,000	2,123,000	2,076,000	-322,000	-47,000	-13.43	-2.21
NEW MEXICO	447,000	448,000	453,000	6,000	5,000	1.34	1.12
NEW YORK	5,814,000	5,049,000	4,941,000	-873,000	-108,000	-15.02	-2.14
NORTH CAROLINA	1,883,000	1,829,000	1,803,000	-80,000	-26,000	-4.25	-1.42
NORTH DAKOTA	230,000	206,000	205,000	-25,000	-1,000	-10.87	-0.49
OHIO	3,687,000	3,258,000	3,182,000	-505,000	-76,000	-13.70	-2.33
OKLAHOMA	906,000	952,000	974,000	68,000	22,000	7.51	2.31
OREGON	752,000	755,000	749,000	-3,000	-6,000	-0.40	-0.79
PENNSYLVANIA	3,793,000	3,337,000	3,262,000	-531,000	-75,000	-14.00	-2.25
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	308,000	270,000	260,000	-48,000	-10,000	-15.58	-3.70
SOUTH CAROLINA	1,035,000	1,028,000	1,024,000	-11,000	-4,000	-1.06	-0.39
SOUTH DAKOTA	241,000	214,000	215,000	-26,000	1,000	-10.79	0.47
TENNESSEE	1,413,000	1,398,000	1,378,000	-35,000	-20,000	-2.48	-1.43
TEXAS	4,446,000	4,849,000	4,903,000	457,000	54,000	10.28	1.11
UTAH	481,000	575,000	603,000	122,000	28,000	25.36	4.87
VERMONT	168,000	156,000	156,000	-12,000	0	-7.14	0.00
VIRGINIA	1,754,000	1,640,000	1,618,000	-136,000	-22,000	-7.75	-1.34
VIRGIN ISLANDS	-	-	-	-	-	-	-
WASHINGTON	1,217,000	1,234,000	1,229,000	12,000	-5,000	0.99	-0.41
WEST VIRGINIA	592,000	583,000	577,000	-15,000	-6,000	-2.53	-1.03
WISCONSIN	1,613,000	1,456,000	1,418,000	-195,000	-38,000	-12.09	-2.61
WYOMING	136,000	158,000	161,000	25,000	3,000	18.38	1.90
AMERICAN SAMOA	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
U.S. AND TERRITORIES	72,782,000	69,014,000	68,317,000	-4,465,000	-697,000	-6.13	-1.01
50 STATES AND D.C.	72,782,000	69,014,000	68,317,000	-4,465,000	-697,000	-6.13	-1.01

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

FOR 1982-83 AND 1983-84, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM 3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

Table 6D2

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 3-5 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1982-83	1983-84	1983-84 LESS 1976-77	1983-84 LESS 1982-83	1983-84 LESS 1976-77	1983-84 LESS 1982-83
ALABAMA	175,341	174,979	166,000	-9,341	-8,979	-5.33	-5.13
ALASKA	24,068	23,265	24,000	-68	735	-0.28	3.16
ARIZONA	120,127	127,942	126,000	5,873	-1,942	4.89	-1.52
ARKANSAS	101,569	102,480	100,000	-1,569	-2,480	-1.55	-2.42
CALIFORNIA	909,219	1,011,284	967,000	57,781	-44,284	6.35	-4.38
COLORADO	120,145	129,661	125,000	4,855	-4,661	4.04	-3.59
CONNECTICUT	113,358	108,857	100,000	-13,358	-8,857	-11.78	-8.14
DELAWARE	25,241	24,380	21,000	-4,241	-3,380	-16.80	-13.86
DISTRICT OF COLUMBIA	27 938	19,034	17,000	-10,938	-2,034	-39.15	-10.69
FLORIDA	344,352	354,381	337,000	-7,352	-17,381	-2.14	-4.90
GEORGIA	249,132	250,374	237,000	-12,132	-13,374	-4.87	-5.34
GUAM	-	-	-	-	-	-	-
HAWAII	45,097	45,084	44,000	-1,097	-1,084	-2.43	-2.40
IDAHO	44,631	55,174	55,000	10,369	-174	23.23	-0.32
ILLINOIS	499,178	484,246	458,000	-41,178	-26,246	-8.25	-5.42
INDIANA	246,507	241,903	229,000	-17,507	-12,903	-7.10	-5.33
IOWA	118,766	127,361	119,000	234	-8,361	0.20	-6.56
KANSAS	96,784	105,826	100,000	3,216	-5,826	3.32	-5.51
KENTUCKY	162,249	163,494	158,000	-4,249	-5,494	-2.62	-3.36
LOUISIANA	198,917	213,576	205,000	6,083	-8,576	3.06	-4.02
MAINE	47,644	45,552	43,000	-4,644	-2,552	-9.75	-5.60
MARYLAND	164,831	158,267	143,000	-21,831	-15,267	-13.24	-9.65
MASSACHUSETTS	213,304	198,058	179,000	-34,304	-19,058	-16.08	-9.62
MICHIGAN	413,467	391,394	361,000	-52,467	-30,394	-12.69	-7.77
MINNESOTA	166,645	179,576	163,000	-3,645	-16,576	-2.19	-9.23
MISSISSIPPI	130,900	125,721	122,000	-8,900	-3,721	-6.80	-2.96
MISSOURI	205,393	206,654	193,000	-12,393	-13,654	-6.03	-6.61
MONTANA	35,214	37,713	36,000	786	-1,713	2.23	-4.54
NEBRASKA	69,511	71,758	69,000	-511	-2,758	-0.73	-3.84
NEVADA	27,838	34,688	33,000	5,162	-1,688	18.54	-4.78
NEW HAMPSHIRE	34,881	38,153	35,000	119	-3,153	0.34	-8.26
NEW JERSEY	290,746	233,094	255,000	-35,746	21,906	-12.29	9.40
NEW MEXICO	64,122	68,064	65,000	878	-3,064	1.37	-4.50
NEW YORK	702,865	661,358	618,000	-84,865	-43,358	-12.07	-6.56
NORTH CAROLINA	252,186	242,998	230,000	-22,186	-12,998	-8.79	-5.35
NORTH DAKOTA	30,231	31,807	31,000	769	-807	2.54	-2.54
OHIO	470,129	457,312	426,000	-44,129	-31,312	-9.39	-6.85
OKLAHOMA	126,173	141,444	141,000	14,827	-444	11.75	-0.31
OREGON	98,561	114,673	110,000	11,439	-4,673	11.61	-4.08
PENNSYLVANIA	460,377	437,318	406,000	-54,377	-31,318	-11.81	-7.16
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	35,362	33,548	30,000	-5,362	-3,548	-15.16	-10.58
SOUTH CAROLINA	144,888	142,022	136,000	-8,888	-6,022	-6.13	-4.24
SOUTH DAKOTA	32,481	33,095	32,000	-481	-1,095	-1.48	-3.31
TENNESSEE	192,024	194,092	184,000	-8,024	-10,092	-4.18	-5.18
TEXAS	634,321	716,142	706,000	73,679	-10,142	11.62	-1.41
UTAH	81,356	113,001	116,000	34,644	2,999	42.58	2.65
VERMONT	20,524	20,598	20,000	-524	-598	-2.55	-2.89
VIRGINIA	216,877	213,777	200,000	-16,877	-13,777	-7.78	-6.44
VIRGIN ISLANDS	-	-	-	-	-	-	-
WASHINGTON	147,905	180,673	171,000	23,095	-9,673	15.61	-5.35
WEST VIRGINIA	84,025	86,484	84,000	-25	-2,484	-0.03	-2.84
WISCONSIN	192,191	202,628	187,000	-5,191	-15,628	-2.70	-7.71
WYOMING	19,946	27,536	27,000	7,054	-536	35.36	-1.95
AMERICAN SAMOA	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
U.S. AND TERRITORIES	9,429,510	9,604,274	9,142,000	-287,510	-462,274	-3.05	-4.81
50 STATES AND D.C.	9,429,510	9,604,274	9,142,000	-287,510	-462,274	-3.05	-4.81

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

FOR 1982-83 AND 1983-84, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM 3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

Table 6D3

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 6-17 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1982-83	1983-84	1983-84 LESS 1976-77	1983-84 LESS 1982-83	1983-84 LESS 1976-77	1983-84 LESS 1982-83
ALABAMA	812,983	771,021	765,000	-47,983	-6,021	-5.90	-0.78
ALASKA	102,411	87,735	97,000	-5,411	9,265	-5.28	10.56
ARIZONA	490,548	531,058	549,000	58,452	17,942	11.92	3.38
ARKANSAS	450,431	438,520	444,000	-6,431	5,480	-1.43	1.25
CALIFORNIA	4,446,498	4,250,736	4,323,000	-123,498	72,264	-2.78	1.70
COLORADO	551,093	541,339	559,000	7,907	17,661	1.43	3.26
CONNECTICUT	671,319	556,143	543,000	-128,319	-13,143	-19.11	-2.36
DELAWARE	128,764	108,620	108,000	-20,764	-620	-16.13	-0.57
DISTRICT OF COLUMBIA	136,585	92,966	91,000	-45,585	-1,966	-33.37	-2.11
FLORIDA	1,586,530	1,662,619	1,684,000	97,470	21,381	6.14	1.29
GEORGIA	1,120,109	1,107,626	1,117,000	-3,109	9,374	-0.28	0.85
GUAM	-	-	-	-	-	-	-
HAWAII	191,110	179,916	184,000	-7,110	4,084	-3.72	2.27
IDAHO	188,590	196,826	204,000	17,410	7,174	9.23	3.64
ILLINOIS	2,429,966	2,103,754	2,104,000	-325,966	246	-13.41	0.01
INDIANA	1,182,681	1,047,097	1,043,000	-139,681	-4,097	-11.81	-0.39
IOWA	632,399	530,639	533,000	-99,399	2,361	-15.72	0.44
KANSAS	473,180	419,174	425,000	-48,180	5,826	-10.18	1.39
KENTUCKY	746,989	705,506	711,000	-35,989	5,494	-4.82	0.78
LOUISIANA	923,076	884,424	900,000	-23,076	15,576	-2.50	1.76
MAINE	237,130	213,448	215,000	-22,130	1,552	-9.33	0.73
MARYLAND	928,271	773,733	766,000	-162,271	-7,733	-17.48	-1.00
MASSACHUSETTS	1,242,391	1,000,942	978,000	-264,391	-22,942	-21.28	-2.29
MICHIGAN	2,095,777	1,768,606	1,749,000	-346,777	-19,606	-16.55	-1.11
MINNESOTA	898,231	756,424	760,000	-138,231	3,576	-15.39	0.47
MISSISSIPPI	562,604	535,279	541,000	-21,604	5,721	-3.84	1.07
MISSOURI	1,003,075	885,346	890,000	-113,075	4,654	-11.27	0.53
MONTANA	169,330	150,287	155,000	-14,330	4,713	-8.46	3.14
NEBRASKA	332,339	288,242	292,000	-40,339	3,758	-12.14	1.30
NEVADA	135,073	153,342	154,000	18,927	658	14.01	0.43
NEW HAMPSHIRE	183,785	175,847	174,000	-9,785	-1,847	-5.32	-1.05
NEW JERSEY	1,587,994	1,379,906	1,322,000	-265,994	-57,906	-16.75	-4.20
NEW MEXICO	280,878	274,936	284,000	3,122	9,064	1.11	3.30
NEW YORK	3,793,733	3,126,742	3,085,000	-708,733	-41,742	-18.68	-1.33
NORTH CAROLINA	1,181,836	1,120,002	1,118,000	-63,836	-2,002	-5.40	-0.18
NORTH DAKOTA	144,042	124,193	127,000	-17,042	2,807	-11.83	2.26
OHIO	2,355,041	2,016,688	1,997,000	-358,041	-19,688	-15.20	-0.98
OKLAHOMA	564,589	577,556	602,000	37,411	24,444	6.63	4.23
OREGON	478,903	467,327	473,000	-5,903	5,673	-1.23	1.21
PENNSYLVANIA	2,454,642	2,075,682	2,060,000	-394,642	-15,682	-16.08	-0.76
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	199,207	163,452	161,000	-38,207	-2,452	-19.18	-1.50
SOUTH CAROLINA	645,989	628,978	638,000	-7,989	9,022	-1.24	1.43
SOUTH DAKOTA	151,333	128,906	133,000	-18,333	4,094	-12.11	3.18
TENNESSEE	899,154	865,948	867,000	-32,154	1,052	-3.58	0.12
TEXAS	2,779,661	2,969,858	3,046,000	266,339	76,142	9.58	2.56
UTAH	286,294	340,999	366,000	79,706	25,001	27.84	7.33
VERMONT	108,007	95,404	96,000	-12,007	596	-11.12	0.62
VIRGINIA	1,090,502	989,223	986,000	-104,502	-3,223	-9.58	-0.33
VIRGIN ISLANDS	-	-	-	-	-	-	-
WASHINGTON	776,411	752,327	766,000	-10,411	13,673	-1.34	1.82
WEST VIRGINIA	380,112	370,548	372,000	-8,112	1,452	-2.13	0.39
WISCONSIN	1,043,493	888,375	882,000	-161,493	-6,375	-15.48	-0.72
WYOMING	84,744	96,464	101,000	16,256	4,536	19.18	4.70
AMERICAN SAMOA	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
U.S. AND TERRITORIES	46,337,802	42,370,726	42,540,000	-3,797,802	169,274	-8.20	0.40
50 STATES AND D.C.	46,337,802	42,370,726	42,540,000	-3,797,802	169,274	-8.20	0.40

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

FOR 1982-83 AND 1983-84, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM 3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

Table 6D4

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 18-21 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1982-83	1983-84	1983-84 LESS 1976-77	1983-84 LESS 1982-83	1983-84 LESS 1976-77	1983-84 LESS 1982-83
ALABAMA	287,706	289,000	280,000	-7,706	-9,000	-2.68	-3.11
ALASKA	44,521	37,000	41,000	-3,521	4,000	-7.91	10.81
ARIZONA	177,325	204,000	200,000	22,675	-4,000	12.79	-1.96
ARKANSAS	152,000	158,000	155,000	3,000	-3,000	1.97	-1.90
CALIFORNIA	1,736,283	1,833,000	1,792,000	55,717	-41,000	3.21	-2.24
COLORADO	228,763	237,000	234,000	5,237	-3,000	2.29	-1.27
CONNECTICUT	236,324	228,000	222,000	-14,324	-6,000	-6.06	-2.63
DELAWARE	50,995	50,000	48,000	-2,995	-2,000	-5.87	-4.00
DISTRICT OF COLUMBIA	62,477	53,000	50,000	-12,477	-3,000	-19.97	-5.66
FLORIDA	594,118	676,000	669,000	74,882	-7,000	12.60	-1.04
GEORGIA	408,759	439,000	439,000	30,241	0	7.40	0.00
GUAM	-	-	-	-	-	-	-
HAWAII	84,792	79,000	80,000	-4,792	1,000	-5.65	1.27
IDAHO	65,779	65,000	63,000	-2,779	-2,000	-4.22	-3.08
ILLINOIS	872,856	840,000	813,000	-59,856	-27,000	-6.86	-3.21
INDIANA	424,812	411,000	398,000	-26,812	-13,000	-6.31	-3.16
IOWA	218,835	207,000	195,000	-23,835	-12,000	-10.89	-5.80
KANSAS	193,036	180,000	174,000	-19,036	-6,000	-9.86	-3.33
KENTUCKY	271,761	275,000	269,000	-2,761	-6,000	-1.02	-2.18
LOUISIANA	322,007	340,000	331,000	8,993	-9,000	2.79	-2.65
MAINE	83,226	82,000	82,000	-1,226	0	-1.47	0.00
MARYLAND	343,897	327,000	329,000	-14,897	2,000	-4.33	0.61
MASSACHUSETTS	474,305	450,000	438,000	-36,305	-12,000	-7.65	-2.67
MICHIGAN	757,757	686,000	663,000	-94,757	-23,000	-12.50	-3.35
MINNESOTA	328,124	317,000	304,000	-24,124	-13,000	-7.35	-4.10
MISSISSIPPI	188,496	194,000	188,000	-496	-6,000	-0.26	-3.09
MISSOURI	378,532	367,000	355,000	-23,532	-12,000	-6.22	-3.27
MONTANA	60,456	55,000	53,000	-7,456	-2,000	-12.33	-3.64
NEBRASKA	126,150	117,000	113,000	-13,150	-4,000	-10.42	-3.42
NEVADA	48,088	62,000	61,000	12,912	-1,000	26.85	-1.61
NEW HAMPSHIRE	62,335	70,000	68,000	5,665	-2,000	9.09	-2.86
NEW JERSEY	519,280	510,000	499,000	-20,280	-11,000	-3.90	-2.16
NEW MEXICO	102,000	105,000	104,000	2,000	-1,000	1.96	-0.95
NEW YORK	1,317,403	1,261,000	1,238,000	-79,403	-23,000	-6.03	-1.82
NORTH CAROLINA	449,008	466,000	455,000	5,992	-11,000	1.33	-2.36
NORTH DAKOTA	55,727	50,000	47,000	-8,727	-3,000	-15.66	-6.00
OHIO	861,830	784,000	759,000	-102,830	-25,000	-11.93	-3.19
OKLAHOMA	215,238	233,000	231,000	15,762	-2,000	7.32	-0.86
OREGON	174,536	173,000	166,000	-8,536	-7,000	-4.89	-4.05
PENNSYLVANIA	877,981	824,000	796,000	-81,981	-28,000	-9.34	-3.40
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	73,430	73,000	69,000	-4,430	-4,000	-6.03	-5.48
SOUTH CAROLINA	244,123	257,000	250,000	5,877	-7,000	2.41	-2.72
SOUTH DAKOTA	57,186	52,000	50,000	-7,186	-2,000	-12.57	-3.85
TENNESSEE	321,822	338,000	327,000	5,178	-11,000	1.61	-3.25
TEXAS	1,032,018	1,161,000	1,149,000	116,982	-12,000	11.34	-1.03
UTAH	113,350	121,000	121,000	7,650	0	6.75	0.00
VERMONT	39,470	40,000	40,000	530	0	1.34	0.00
VIRGINIA	446,620	437,000	432,000	-14,620	-5,000	-3.27	-1.14
VIRGIN ISLANDS	-	-	-	-	-	-	-
WASHINGTON	292,683	301,000	292,000	-683	-9,000	-0.23	-2.99
WEST VIRGINIA	127,864	126,000	121,000	-6,864	-5,000	-5.37	-3.97
WISCONSIN	377,316	365,000	349,000	-28,316	-16,000	-7.50	-4.38
WYOMING	31,309	34,000	33,000	1,691	-1,000	5.40	-2.94
AMERICAN SAMOA	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
U.S. AND TERRITORIES	17,014,688	17,039,000	16,635,000	-379,688	-404,000	-2.23	-2.37
50 STATES AND D.C.	17,014,688	17,039,000	16,635,000	-379,688	-404,000	-2.23	-2.37

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

FOR 1982-83 AND 1983-84, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM 3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

Table 6D5

ENROLLMENT
BY STATE FOR 5-17 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1982-83	1983-84	1983-84 LESS 1976-77	1983-84 LESS 1982-83	1983-84 LESS 1976-77	1983-84 LESS 1982-83
ALABAMA	752,507	741,000	721,901	-30,606	-19,099	-4.07	-2.58
ALASKA	91,190	92,000	98,206	7,016	6,206	7.69	6.75
ARIZONA	502,817	508,000	503,228	411	-4,772	0.08	-0.94
ARKANSAS	460,593	432,000	432,120	-28,473	120	-6.18	0.03
CALIFORNIA	4,380,300	4,023,000	4,230,547	-149,753	207,547	-3.42	5.16
COLORADO	570,000	542,000	542,196	-27,804	196	-4.88	0.04
CONNECTICUT	635,000	483,000	477,585	-157,415	-5,415	-24.79	-1.12
DELAWARE	122,273	92,000	91,406	-30,867	-594	-25.24	-0.65
DISTRICT OF COLUMBIA	125,848	91,000	86,653	-39,195	-4,347	-31.14	-4.78
FLORIDA	1,537,336	1,485,000	1,495,543	-41,793	10,543	-2.72	0.71
GEORGIA	1,095,142	1,048,000	1,050,859	-44,283	2,859	-4.04	0.27
GUAM	28,570	24,000	26,249	-2,321	2,249	-8.12	9.37
HAWAII	174,943	161,000	162,241	-12,702	1,241	-7.26	0.77
IDAHO	200,005	206,000	206,352	6,347	352	3.17	0.17
ILLINOIS	2,238,129	1,892,000	1,853,316	-384,813	-38,684	-17.19	-2.04
INDIANA	1,163,179	1,002,000	984,384	-178,795	-17,616	-15.37	-1.76
IOWA	605,127	503,000	497,287	-107,840	-5,713	-17.82	-1.14
KANSAS	436,526	404,000	405,222	-31,304	1,222	-7.17	0.30
KENTUCKY	694,000	650,000	647,414	-46,586	-2,586	-6.71	-0.40
LOUISIANA	839,499	775,000	790,120	-49,379	15,120	-5.88	1.95
MAINE	248,822	210,000	209,753	-39,069	-247	-15.70	-0.12
MARYLAND	860,929	698,000	683,491	-177,438	-14,509	-20.61	-2.08
MASSACHUSETTS	1,172,000	974,000	878,844	-293,156	-95,156	-25.01	-9.77
MICHIGAN	2,035,703	1,730,000	1,735,881	-299,822	5,881	-14.73	0.34
MINNESOTA	862,591	714,000	705,242	-157,349	-8,758	-18.24	-1.23
MISSISSIPPI	510,209	467,000	467,744	-42,465	744	-8.32	0.16
MISSOURI	950,142	797,000	802,841	-147,301	5,841	-15.50	0.73
MONTANA	170,552	151,000	153,646	-16,906	2,646	-9.91	1.75
NEBRASKA	312,024	267,000	266,998	-45,026	-2	-14.43	0.00
NEVADA	141,791	153,000	150,442	8,651	-2,558	6.10	-1.67
NEW HAMPSHIRE	175,496	161,000	159,030	-16,466	-1,970	-9.38	-1.22
NEW JERSEY	1,427,000	1,161,000	1,147,571	-279,429	-13,429	-19.58	-1.16
NEW MEXICO	284,719	266,000	269,711	-15,008	3,711	-5.27	1.40
NEW YORK	3,378,997	2,667,000	2,674,818	-704,179	7,818	-20.84	0.29
NORTH CAROLINA	1,191,316	1,095,000	1,089,606	-101,710	-5,394	-8.54	-0.49
NORTH DAKOTA	129,106	116,000	117,213	-11,893	1,213	-9.21	1.05
OHIO	2,249,440	1,856,000	1,827,300	-422,140	-28,700	-18.77	-1.55
OKLAHOMA	597,668	583,000	591,389	-6,279	8,389	-1.05	1.44
OREGON	474,707	454,000	447,109	-27,598	-6,891	-5.81	-1.52
PENNSYLVANIA	2,193,673	1,791,000	1,737,952	-455,721	-53,048	-20.77	-2.96
PUERTO RICO	688,592	720,000	709,135	20,543	-10,865	2.98	-1.51
RHODE ISLAND	172,373	138,000	136,180	-36,193	-1,820	-21.00	-1.32
SOUTH CAROLINA	620,711	606,000	604,553	-16,158	-1,447	-2.60	-0.24
SOUTH DAKOTA	148,080	122,000	123,060	-25,020	1,060	-16.90	0.87
TENNESSEE	841,974	830,000	822,057	-19,917	-7,943	-2.37	-0.96
TEXAS	2,822,754	2,970,000	2,989,796	167,042	19,796	5.92	0.67
UTAH	314,471	366,000	379,065	64,594	13,065	20.54	3.57
VERMONT	104,356	91,000	90,116	-13,940	-884	-13.36	-0.84
VIRGINIA	1,100,723	972,000	966,110	-134,613	-5,890	-12.23	-0.61
VIRGIN ISLANDS	25,026	25,500	26,126	1,100	626	4.40	2.45
WASHINGTON	780,730	747,000	736,239	-44,491	-10,761	-5.70	-1.44
WEST VIRGINIA	404,771	374,000	371,251	-33,520	-2,749	-8.28	-0.74
WISCONSIN	945,337	782,000	774,646	-170,691	-7,354	-18.06	-0.94
WYOMING	90,587	101,000	100,965	10,378	-35	11.46	-0.03
AMERICAN SAMOA	9,950	10,000	10,124	174	124	1.75	1.24
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	30,000	41,347	-	11,347	-	37.82
NORTHERN MARIANAS	-	5,300	4,499	-	-801	-	-15.11
U.S. AND TERRITORIES	45,090,301	40,354,800	40,304,979	-4,785,322	-49,821	-10.61	-0.12
50 STATES AND D.C.	44,338,163	39,540,000	39,487,499	-4,850,664	-52,501	-10.94	-0.13

ENROLLMENT COUNTS ARE FALL MEMBERSHIP COUNTS COLLECTED BY NCES.

1983-84 DATA ARE ESTIMATES FROM NCES.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

Table 6E1

STATE INCENTIVE GRANTS UNDER P.L. 94-142

FISCAL YEARS 1977 TO 1985

STATE	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
ALABAMA	3,365,542	3,776,498	9,199,597	14,638,340	18,142,271
ALASKA	490,567	490,576	1,141,081	1,496,568	1,815,450
ARIZONA	1,921,124	2,537,384	6,318,460	9,480,890	10,712,944
ARKANSAS	1,829,482	1,829,482	4,821,148	7,810,823	9,109,703
CALIFORNIA	18,609,066	23,333,515	49,893,306	70,907,419	79,687,992
COLORADO	2,335,174	2,845,535	6,464,413	9,210,259	9,903,380
CONNECTICUT	2,763,013	2,922,276	9,036,317	12,606,399	13,905,455
DELAWARE	622,204	776,249	1,899,113	2,388,519	2,703,088
DISTRICT OF COLUMBIA	668,848	668,848	668,848	889,169	668,848
FLORIDA	6,380,764	7,978,928	18,586,203	25,966,473	29,403,063
GEORGIA	4,618,396	9,926,761	13,159,942	30,397,400	22,520,989
HAWAII	836,202	836,202	1,888,630	2,152,962	2,383,302
IDAHO	781,714	895,985	2,830,753	3,638,051	3,989,749
ILLINOIS	10,221,515	14,912,002	33,970,710	48,144,147	49,727,517
INDIANA	5,010,905	5,839,638	12,344,388	19,349,909	20,896,619
IOWA	2,634,753	3,293,313	6,020,418	11,899,752	13,165,923
KANSAS	2,080,933	2,961,080	5,220,452	7,617,628	8,348,480
KENTUCKY	3,098,951	3,890,916	8,853,680	12,917,126	14,627,069
LOUISIANA	3,775,472	5,880,310	12,909,566	16,697,388	18,032,390
MAINE	960,286	1,430,099	3,093,590	4,862,830	5,178,763
MARYLAND	3,835,476	5,108,386	13,020,301	18,061,726	20,435,211
MASSACHUSETTS	5,212,919	8,442,257	19,103,830	27,132,919	29,052,864
MICHIGAN	8,817,578	10,074,887	22,189,712	30,918,947	32,682,429
MINNESOTA	3,758,157	4,935,284	11,381,563	16,675,984	18,484,039
MISSISSIPPI	2,317,010	2,317,010	4,836,602	6,103,290	9,331,896
MISSOURI	4,267,874	6,398,215	13,544,797	20,561,284	21,520,304
MONTANA	735,291	735,291	1,553,351	2,571,016	2,787,971
NEBRASKA	1,398,141	1,770,298	4,192,534	6,560,510	6,771,565
NEVADA	599,425	599,425	1,585,506	2,272,986	2,457,972
NEW HAMPSHIRE	760,460	760,460	1,410,832	2,013,039	2,032,877
NEW JERSEY	6,457,792	9,837,092	22,185,088	30,899,264	32,226,894
NEW MEXICO	1,128,789	1,128,789	2,515,083	3,999,549	4,533,290
NEW YORK	15,738,276	15,782,022	33,590,847	40,613,157	44,906,897
NORTH CAROLINA	4,992,790	6,519,459	14,280,985	21,911,084	24,886,341
NORTH DAKOTA	671,532	671,532	1,353,231	1,981,589	2,092,340
OHIO	10,057,668	11,062,616	25,431,188	38,035,506	42,757,590
OKLAHOMA	2,384,020	2,848,683	7,528,703	11,994,145	13,416,260
OREGON	1,975,798	2,343,180	5,070,752	7,919,061	8,956,731
PENNSYLVANIA	10,378,532	13,806,578	28,303,182	36,715,448	39,702,280
PUERTO RICO	2,899,064	2,899,064	2,899,084	3,947,773	4,461,798
RHODE ISLAND	843,286	1,046,913	2,044,586	2,878,480	3,477,474
SOUTH CAROLINA	2,710,586	4,967,615	10,768,402	14,655,884	15,832,244
SOUTH DAKOTA	698,770	698,770	1,314,050	1,907,349	2,104,369
TENNESSEE	3,707,002	5,812,671	14,768,309	22,953,867	20,742,741
TEXAS	11,265,148	15,522,153	41,631,558	95,107,937	57,396,480
UTAH	1,213,009	2,097,080	5,488,978	7,307,831	7,908,859
VERMONT	539,113	539,113	844,501	2,113,595	2,301,143
VIRGINIA	4,561,746	5,296,653	12,178,610	17,937,636	19,902,990
WASHINGTON	3,201,385	4,887,187	7,518,556	10,492,023	11,612,[illegible]
WEST VIRGINIA	1,967,670	2,078,304	4,509,105	8,481,990	7,459,706
WISCONSIN	4,348,328	4,348,328	8,772,508	12,398,991	14,375,398
WYOMING	470,988	470,988	1,162,331	1,880,912	2,008,365
AMERICAN SAMOA	180,506	228,445	486,910	498,033	541,859
GUAM	501,668	634,920	1,269,839	1,384,125	1,506,928
NORTHERN MARIANAS	-	-	167,523	182,600	199,669
TRUST TERRITORIES	578,813	732,584	1,297,588	1,414,389	1,938,833
VIRGIN ISLANDS	319,268	404,071	806,142	880,874	958,391
BUR. OF INDIAN AFFAIRS	1,951,207	2,493,437	5,582,918	7,918,798	6,658,416
U.S. AND TERRITORIES	200,000,000	253,837,121	583,874,752	803,996,400	874,900,000

THE FIGURES REPRESENT THE AMOUNT OF FUNDS THAT NEW MEXICO WOULD HAVE RECEIVED IF IT CHOSE TO PARTICIPATE IN THE P.L. 94-142 PROGRAM FROM 1978-1983. SINCE NEW MEXICO CHOSE NOT TO PARTICIPATE, THE FUNDS IT WAS ELIGIBLE TO RECEIVE HAVE BEEN DISTRIBUTED ON A PRO RATA BASIS TO THE OTHER STATES. THESE ARE INITIAL AWARDS AVAILABLE TO THE STATES AS OF JULY 1 OF EACH YEAR, HOWEVER, THEY ARE SUBJECT TO REVISION SUBSEQUENTLY DUE TO CHANGES IN STATE CHILD COUNTS.

(Continued)

Table 6E1

STATE INCENTIVE GRANTS UNDER P.L. 94-142

FISCAL YEARS 1977 TO 1985

STATE	FY 1982	FY 1983	FY 1984	FY 1985
ALABAMA	16,496,520	17,327,048	19,937,959	21,461,729
ALASKA	1,724,376	1,906,893	2,236,141	2,140,533
ARIZONA	10,967,770	11,717,476	12,552,869	13,004,666
ARKANSAS	9,870,620	10,616,820	11,254,792	11,937,090
CALIFORNIA	78,629,956	81,941,119	89,457,310	92,859,791
COLORADO	9,867,110	9,771,312	10,229,759	10,729,448
CONNECTICUT	13,969,614	14,633,536	15,991,792	16,046,273
DELAWARE	2,580,200	2,646,954	2,766,195	2,958,193
DISTRICT OF COLUMBIA	666,848	668,848	668,848	721,839
FLORIDA	29,958,710	32,595,626	36,502,980	38,548,912
GEORGIA	23,946,872	25,965,035	27,174,138	27,316,263
HAWAII	2,459,757	2,746,419	3,013,184	3,112,426
IDAHO	3,588,499	3,857,884	4,276,943	4,926,744
ILLINOIS	48,394,459	50,744,287	55,342,585	57,590,779
INDIANA	20,124,288	20,875,421	23,034,117	24,575,443
IOWA	13,183,570	12,906,320	13,706,973	14,383,703
KANSAS	8,549,625	9,346,142	10,482,995	10,571,072
KENTUCKY	14,837,741	15,876,225	17,349,486	18,376,086
LOUISIANA	16,717,880	17,480,965	19,953,909	20,751,738
MAINE	5,287,864	5,609,572	6,151,929	6,587,960
MARYLAND	20,796,023	20,886,394	21,822,790	22,704,279
MASSACHUSETTS	27,899,990	28,685,300	30,794,106	32,135,295
MICHIGAN	31,611,864	32,965,142	36,019,844	37,878,406
MINNESOTA	17,542,593	17,772,234	19,075,961	20,173,896
MISSISSIPPI	9,861,845	10,989,784	12,145,053	12,992,046
MISSOURI	21,203,010	22,333,148	24,031,895	24,787,127
MONTANA	2,843,025	3,179,570	3,662,568	3,676,043
NEBRASKA	6,635,772	7,218,152	7,436,856	7,723,895
NEVADA	2,487,839	2,748,189	3,148,438	3,330,291
NEW HAMPSHIRE	2,062,633	2,692,052	2,991,866	3,480,597
NEW JERSEY	33,193,777	36,989,891	38,904,197	41,292,822
NEW MEXICO	5,150,069	5,902,369	6,400,197	6,863,253
NEW YORK	48,334,625	51,303,775	58,096,431	63,084,181
NORTH CAROLINA	25,066,649	26,573,110	28,814,368	30,347,826
NORTH DAKOTA	1,982,612	2,369,271	2,585,520	2,846,374
OHIO	42,797,409	45,477,980	47,628,333	49,360,916
OKLAHOMA	13,487,420	14,599,185	15,896,164	16,414,274
OREGON	8,709,409	9,237,319	10,171,533	10,682,064
PENNSYLVANIA	40,047,180	40,120,106	44,079,884	46,921,287
PUERTO RICO	5,246,400	6,162,301	6,451,500	6,768,576
RHODE ISLAND	3,704,335	4,123,318	4,491,609	4,631,355
SOUTH CAROLINA	15,014,786	15,642,014	17,439,676	18,339,655
SOUTH DAKOTA	2,095,397	2,512,827	2,799,823	2,902,287
TENNESSEE	20,556,479	23,226,739	25,922,642	26,364,517
TEXAS	56,938,595	61,223,065	67,641,488	72,130,200
UTAH	7,992,734	8,315,668	9,262,706	10,164,529
VERMONT	2,139,224	2,117,566	1,747,536	1,928,334
VIRGINIA	20,741,641	21,990,403	24,171,638	25,651,633
WASHINGTON	13,284,651	13,926,380	15,073,701	16,290,877
WEST VIRGINIA	7,790,840	8,846,501	10,192,346	10,648,844
WISCONSIN	14,611,634	15,933,283	17,312,072	18,335,913
WYOMING	2,134,186	2,220,071	2,437,332	2,616,694
AMERICAN SAMOA	541,899	469,990	513,494	536,767
GUAM	1,905,935	1,346,348	1,474,062	1,546,632
NORTHERN MARIANAS	196,669	229,301	280,701	283,040
TRUST TERRITORIES	1,536,633	1,795,333	1,919,160	2,013,617
VIRGIN ISLANDS	958,201	1,247,683	1,384,109	1,431,247
BUR. OF INDIAN AFFAIRS	8,658,416	9,217,901	10,078,213	10,582,921
U.S. AND TERRITORIES	874,189,969	930,774,016	1,017,854,176	1,068,575,004

THE FIGURES REPRESENT THE AMOUNT OF FUNDS THAT NEW MEXICO WOULD HAVE RECEIVED IF IT CHOSE TO PARTICIPATE IN THE P.L. 94-142 PROGRAM FROM 1978-1983. SINCE NEW MEXICO CHOSE NOT TO PARTICIPATE, THE FUNDS IT WAS ELIGIBLE TO RECEIVE HAVE BEEN DISTRIBUTED ON A PRO RATA BASIS TO THE OTHER STATES. THESE ARE INITIAL AWARDS AVAILABLE TO THE STATES AS OF JULY 1 OF EACH YEAR. HOWEVER, THEY ARE SUBJECT TO REVISION SUBSEQUENTLY DUE TO CHANGES IN STATE CHILD COUNTS.

Notes for Appendix 6

Sources: December 1, 1983, State Child Count Reports and FY 83 State End-of-Year Reports. A dash in the tables indicates that the data were not available for the State.

Tables 6A1 and 6A7

1. The age range for children counted under the EHA-B State Grant Program is three through 21. The age range for children counted under the P.L. 89-313 Program is birth through 20. Tables reporting the combined child count under the two programs are labeled using the age range for the larger EHA-B program although some children from birth through two years of age may be included in the P.L. 89-313 count.

Tables 6B1 and 6B3

1. Alabama--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total FTE of personnel employed figure includes 363 teachers of adaptive physical education, early education handicapped, homebound and gifted.

2. California--The State reported estimates of the number of special education teachers because teaching assignments in California are not categorized by handicapping condition. The estimated numbers were calculated using the ratio of pupils served by handicapping condition to total pupils served, and applying the resulting factor to the total of FTE special education teachers.

3. Florida--The State combined teachers of the hard of hearing with teachers of the deaf and speech impaired; the data were presented under the deaf category. The State reported students in the area of their major handicap, so no teachers of the multihandicapped were reported. The noncategorical teachers reported taught students with various handicaps, although each child was categorized as having a particular handicap.

4. Georgia--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

5. Hawaii--The teachers of the speech impaired reported by the State included 104.5 certified speech pathologists responsible for instructing speech impaired students.

6. Idaho--This table only includes teachers employed by State and Title VI-B funds. Programs in the State are not categorically funded. The figures reflected the proportional relationship between the number of students in a handicapping category and the total number of handicapped students as identified by the annual child count.

7. Illinois--The total number of personnel reported by the State included 2,822.5 other instructional personnel; these personnel included art therapists, daily living skills specialists, driver education instructors, inservice coordinators, guidance counselors, home economics teachers, interpreters, music therapists, orientation and mobility specialists, reader braillists, and other necessary professionals. Teachers serving deaf-blind and other health impaired students are not certified in these areas; they are reported under other categories.

8. Kansas--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category. The State also combined teachers of the deaf-blind with teachers of the multihandicapped; the data were presented under the deaf-blind category.

9. Massachusetts--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

10. Michigan--The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category. The State also combined teachers of the orthopedically impaired with teachers of the other health impaired; the data were presented under the orthopedically impaired category. The count of teachers of the orthopedically impaired included teachers of the homebound and hospitalized. The noncategorical teachers included teachers for students classified as preprimary impaired.

11. Minnesota--All vocational education teachers in the State (3,090) are licensed to provide instruction to handicapped children. No data were available on the number of vocational teachers actually serving handicapped children.

12. Mississippi--The total number of teachers of the handicapped reported by the State included speech pathologists and preschool speech/language teachers; 458.5 of these teachers were not included in the personnel total.

13. Nebraska--The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category. The State also combined teachers of the multihandicapped with teachers of the deaf-blind and teachers of the other health impaired; the data were presented under the multihandicapped category. Teacher data are collected for certified personnel employed by local educational agencies.

14. New Hampshire--The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category.

15. North Dakota--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total personnel category did not include 36.6 teachers of the preschool handicapped.

16. Ohio--The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category. The State combined teachers of the deaf-blind with teachers of the multihandicapped; the data were presented under the deaf-blind category. The State also combined teachers of the orthopedically impaired with teachers of other health impaired; the data were presented under the orthopedically impaired category.

17. Oklahoma--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. Oklahoma has only one teaching certificate for teachers of the speech impaired entitled, "Professional School Services, Speech Pathologist."

18. Oregon--The noncategorical category included instructors for pregnant students.

19. Pennsylvania--The number of teachers of specific learning disabled students included teachers of the brain damaged.

20. Utah--The State reported 138.6 psychologists, social workers, and speech pathologists with the FTE of special education teachers of the handicapped; the State did not include these personnel with the personnel total.

21. Wisconsin--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The State combined teachers of the orthopedically impaired with teachers of the multihandicapped and teachers of the other health impaired; the data were presented under the orthopedically impaired category. The State's early childhood teachers were placed in the noncategorical category. The total number of personnel does not include 239 homebound teachers who were employed in 1982-83 because the State does not collect FTEs on these part-time staff.

22. Bureau of Indian Affairs--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

Table 6B2

1. In 1981-82 and 1982-83 the numbers of home-hospital staff were not reported separately; however, in 1976-77 the numbers of home-hospital staff were reported separately. The numbers of home-hospital staff in 1976-77 are reflected in the total staff figures for that year.

2. Alabama--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total FTE of personnel employed figure includes 363 teachers of adaptive physical education, early education handicapped, homebound and gifted.

3. Georgia--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

4. Hawaii--The teachers of the speech impaired reported by the State included 104.5 certified speech pathologists responsible for instructing speech impaired students. Other non-instructional staff included only nurses and clerks assigned to special education and special services.

5. Idaho--This table only includes personnel employed by State and Title VI-B funds. Programs in the State are not categorically funded. The figures reflected the proportional relationship between the number of students in a handicapping category and the total number of handicapped students as identified by the annual child count.

6. Illinois--The total number of personnel reported by the State included 2,822.5 other instructional personnel; these personnel included art therapists, daily living skills specialists, driver education instructors, inservice coordinators, guidance counselors, home economics teachers, interpreters, music therapists, orientation and mobility specialists, reader braillists, and other necessary professionals.

7. Kansas--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

8. Massachusetts--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

9. Michigan--Directors of special education were included with the supervisors category. Other non-instructional staff included curriculum resource consultants (30.6), food service workers (242.25), nurses (311.17), transportation workers (201.7), maintenance staff (146.23), and clerks (433.59).

10. Mississippi--The total number of teachers of the handicapped reported by the State included speech pathologists and preschool speech/language teachers; 458.5 of these teachers were not included in the personnel total.

11. Nebraska--Personnel reported by the State were the number of certified personnel employed by local educational agencies. There were 131 physical and occupational therapists and agencies serving orthopedically handicapped children as private providers.

12. North Dakota--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total personnel category did not include 36.6 teachers of the preschool handicapped.

13. Oklahoma--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. Oklahoma has only one teaching certificate for teachers of the speech impaired entitled, "Professional School Services, Speech Pathologist."

14. Utah--The State reported 138.6 psychologists, social workers, and speech pathologists with the FTE of special education teachers of the handicapped; the State did not include these personnel with the personnel total.

15. Wisconsin--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The State's occupational and physical therapist aides were placed in the recreation therapists category. The other diagnostic staff included program support, media, and diagnostic/assessment staff. The total number of personnel does not include 239 homebound teachers who were employed in 1982-83 because the State does not collect FTEs on these part-time staff.

16. Bureau of Indian Affairs--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

Table 6B4

1. Alabama--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total FTE of personnel needed figure includes 45 teachers of adaptive physical education, early handicapped education, homebound and gifted. The State included psychometrists with psychologists, and coordinators with supervisors.

2. California--The State combined teachers of the severely handicapped which included teachers of the seriously emotionally disturbed, mentally retarded, and the multihandicapped, and presented them under the seriously emotionally disturbed category. The State combined teachers of the communication handicapped which included teachers of the hard of hearing, deaf, speech impaired, and deaf-blind, and presented them under the hard of hearing category. The State also combined teachers of the physically handicapped which included teachers of the visually handicapped, orthopedically impaired, and other health impaired, and presented them under the other health impaired category.

3. Connecticut--Special education teachers in the State are not qualified to teach the speech impaired.

4. Florida--The State reported students in the area of their major handicap so no teachers of the multihandicapped were reported. The noncategorical teachers reported taught students with various handicaps, although each child was categorized as having a particular handicap.

5. Georgia--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel, as the State could not distinguish the two groups.

6. Hawaii--The State combined teachers of the orthopedically impaired with teachers of other health impaired; the data were presented under the orthopedically impaired category. The total number of special education teachers included 104.5 certified speech pathologists who were responsible for instructing the speech impaired students. This figure also included teachers projected for the additional 600 special education students to be identified during the 1983-84 school year.

7. Iowa--The State reported some of the noncategorical staff as teachers of the mentally retarded, specific learning disabled, and seriously emotionally disturbed.

8. Kansas--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category. The State also combined teachers of the deaf-blind with teachers of the multihandicapped; the data were presented under the deaf-blind category. The data were taken from the State's report of special education vacancies, dated December 21, 1982.

9. Massachusetts--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

10. Michigan--The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category. The State also combined teachers of the orthopedically impaired with teachers of the other health impaired; the data were presented under the orthopedically impaired category. Teachers of the orthopedically impaired included teachers of the homebound and hospitalized. The noncategorical teachers included teachers of students classified as preprimary impaired.

11. Mississippi--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

12. Nebraska--The data reported include only the number of unduplicated vacant positions as of October 31, 1982. Turnover data and summer vacancies were not reported.

13. New Hampshire--The State combined teachers of the deaf with teachers of the hard of hearing; the data were presented under the hard of hearing category.

14. North Dakota--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

15. Ohio--The State combined teachers of the hard of hearing with teachers of the deaf; the data were presented under the hard of hearing category. The State also combined teachers of the orthopedically impaired with teachers of the other health impaired; the data were presented under the orthopedically impaired category.

16. Oklahoma--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

17. Oregon--The noncategorical category included instructors for pregnant students.

18. Utah--The State reported 165 psychologists, social workers, and speech pathologists with the FTE of special education teachers of the handicapped; the State did not include these personnel with the personnel total.

19. Wisconsin--The State combined teachers of the hard of hearing with teachers of the deaf; the data were presented under the hard of hearing category. The State also combined teachers of the orthopedically impaired with teachers of other health impaired; the data were presented under the orthopedically impaired category. The State's early childhood teachers were reported as the noncategorical teachers. The data reported were from annual needs assessments submitted by districts on August 15, 1982.

20. Wyoming--The data were reported in the State's spring 1982 needs assessment.

21. Bureau of Indian Affairs--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

Table 6B5

1. Alabama--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The total FTE of personnel needed figure includes 45 teachers of adaptive physical education, early handicapped education, homebound and gifted. The State included psychometrists with psychologists, and coordinators with supervisors.

2. Florida--The count of non-instructional staff included 137.25 instructional staff not included with any other personnel category.

3. Georgia--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel, as the State could not distinguish the two groups.

4. Hawaii--The total number of special education teachers included 104.5 certified speech pathologists who were responsible for instructing the speech impaired students. This figure also included teachers projected for the additional 600 special education students to be identified during the 1983-84 school year.

5. Illinois--The State's reported count of one orientation and mobility specialist was included under the category of other non-instructional staff.

6. Kansas--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups. The data were taken from the State's report of special education vacancies, dated December 21, 1982.

7. Massachusetts--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

8. Michigan--Directors of special education were included with the supervisors category. Other non-instructional staff included nurses (17), food service workers (21), transportation workers (19), maintenance staff (14), and clerks (3.3). Teachers of the homebound and hospitalized were included in the State count of teachers of the orthopedically impaired.

9. Mississippi--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

10. Nebraska--The data reported include only the number of unduplicated vacant positions as of October 31, 1982. Turnover data and summer vacancies were not reported.

11. North Dakota--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

12. Oklahoma--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

13. Utah--The State reported 165 psychologists, social workers, and speech pathologists with the FTE of special education teachers of the handicapped; the State did not include these personnel with the personnel total.

14. Wisconsin--The State's occupational and physical therapist aides were placed in the recreational therapists category. The data reported were from annual needs assessments submitted by districts on August 15, 1982.

15. Wyoming--The data were reported in the State's spring 1982 needs assessment.

16. Bureau of Indian Affairs--The State reported the same number of speech pathologists as teachers of the speech impaired; the number was included only once in calculating the total number of personnel as the State could not distinguish the two groups.

Tables 6C1-6C4

1. Arkansas--The State included counts of students enrolled in the Head Start Program with the counts of students enrolled in separate school facilities.

2. California--The State combined counts of children served in other educational environments with those served in regular classes; the data were presented under the "regular classes" categories.

3. Florida--The State included counts of hard of hearing children served with the counts of speech and hearing impaired. The State categorized students by their major handicap so that no multihandicapped counts were reported.

4. Idaho--Deaf-blind children other than those listed in regular or separate classes were reported as multihandicapped; the State count of students 18 to 21 years of age served in other educational environments were students participating in vocational rehabilitation.

5. Indiana--Children reported under the category of additional children needing placement were between the ages of three through four and 19 through 21. These age ranges are not covered by Indiana's special education mandate.

6. Kansas--The State combined counts of deaf and hard of hearing students; the data were presented under the category of hard of hearing. The State combined counts of orthopedically impaired and other health impaired students; the data were presented under the category of orthopedically impaired. The State also combined counts of multihandicapped and deaf-blind students; the data were presented under the category of deaf-blind.

7. Michigan--The State included counts of deaf-blind students served with the counts of hard of hearing or with the counts of visually handicapped students. The State combined counts of orthopedically impaired and other health impaired students; the data were presented under the category of orthopedically impaired. In addition, the State combined counts of deaf and hard of hearing students; the data were presented under the category of hard of hearing. The additional children needing a placement category included students who had been placed but not in the most appropriate placement, according to the judgment of the staff. They also included children served under both EHA-B and State-operated programs.

8. Nebraska--The State count of mentally retarded students served in separate school facilities consisted of children counted under P.L. 89-313 and other service agencies; no breakdowns by age were available. The State reported this count under the 6- to 17-year-old group.

9. Ohio--The State combined counts of orthopedically impaired and other health impaired students; the data were presented under the category of orthopedically impaired. The State also combined counts of deaf and hard of hearing students; the data were presented under the category of hard of hearing.

10. Oklahoma--Additional children needing placement (or services) were children who were being moved from one setting to another, or who did not have a complete IEP.

11. Pennsylvania--The State count of learning disabled students served included brain-damaged children. The State count of handicapped children in separate school facilities did not include 1,411 mentally retarded and 457 seriously emotionally disturbed birth to two-year-old children who attended classes in these facilities.

12. Tennessee--The reasons for the counts of additional children needing placement were as follows: (1) the child's IEP had been developed but had not been implemented; (2) special transportation was being arranged; (3) a new program was being implemented; (4) the child was below the compulsory attendance age and a program was available, but the parents had refused; and (5) the child was above the compulsory age (17 years of age or older), but the child was a dropout.

13. West Virginia--The reasons for the counts of additional children needing placement were as follows: (1) the State's shortage of qualified special education personnel to provide a FAPE; (2) lack of adequate facilities; and (3) children were in the process of receiving a FAPE.

14. Wisconsin--The State included early childhood-generic under noncategorical placements.

15. Wyoming--The State counts of speech impaired students served were incomplete, as all LEAs had not reported. Students in noncategorical placements were described as socially maladjusted, a category required by State law.

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